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ABSTRACT

This document, consisting of six modules, was designed to help home economics teachers integrate the teaching of reading, writing, and mathematics skills into homemaking and consumer economics courses. The modules were developed to help students meet the minimum standards for these skills in Florida secondary schools. Preceding the modules in the document is a matrix for each course. The matrix provides an overview on concepts, subconcepts, standards, and skills for reading, writing, and mathematics including the pages on which the teacher can find them. Each module contains several concepts, standards, and skills to be mastered in various lessons; competencies to be achieved in each lesson; learning activities for individuals; class participation guidelines for meeting the indicated competencies; and pretests and posttests. Subject matter covered in the six modules includes child development, family living, textiles and clothing, foods and nutrition, housing and home furnishings, and family economics. A glossary and selected references are included with an appendix containing minimum student performance standards for Florida schools. (KC)

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HOME ECONOMICS CURRICULUM
COMPETENCY BASED MODULES IN
READING, WRITING AND MATHEMATICS

TOOLS FOR INTEGRATING BASIC SKILLS
INTO SELECTED ASPECTS OF THE
CONSUMER AND HOMEMAKING PROGRAM

(Final Product of Project # 0-1E12)

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TOOLS FOR INTEGRATING BASIC SKILLS INTO SELECTED ASPECTS OF THE CONSUMER AND HOMEMAKING PROGRAM

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FOREWORD

This publication is the final product resulting from a Florida Department of Education funded project # 0-1E12. This was funded by the Division of Education under Sub Part 5 of the Vocational Education Amendments of 1976. The project was entitled: Identification of Reading, Writing, and Computation Skills in Home Economics Curricula and the Development of Competency Based Modules to Prepare Academically Disadvantaged Youth and Adults.

The project was directed by Dr. Myrna P. Crabtree and activities were coordinated by Mrs. Carolyn T. Maltby. The project was carried out at Florida International University.

The major objectives of the project were: the identification of those basic reading, writing, and mathematic skills which can be addressed through home economics curricula offerings; and home economics program course content which will facilitate the development of basic skills for academically disadvantaged students.

There were three phases to the project:

1. Use of data derived from a pilot study to identify those specific standards and skills which can most appropriately be integrated into home eocnomics curricula.
2. Use of the identified standards and skills and a model for module development designed during phase 1, to develop modules for the delivery of the identified standards and skills in home economics courses.
3. Review, modification and revision of the prepared modules by invited teachers.

In the Spring of 1980, twelve Home Economics teachers from five counties met as a Study/Work group to address the objectives of the project. They met for three sessions on the following dates:

May 16-18, 1980
June 6- 8, 1980
July 14-18, 1980

The group reviewed the Minimum Student Performance Standards for Florida Schools, concentrating specifically on standards and skills for beginning eleventh grade. Six courses in the Consumer and Homemaking Program were selected for the development of basic skills modules, concepts and subconcepts from the Florida State

Home Economics Curriculum Framework. The courses are:

Child Development	Food and Nutrition
Family Living	Textiles and Clothing
Family Economics	Housing and Home Furnishings

During the first three sessions competencies and terminal performance objectives were written, pretests/post-tests were constructed, and suggestions for learning activities and instructional aids were made. Instructional resources were reviewed and recommended for use.

Once the draft copies of the materials had been organized and compiled the study/work group met again to plan for an evaluation and review process.

At meetings on February 14 and 15, 1981, it was determined that once the learning activities were completed, that each member of the study/work group would be responsible for distributing the materials to three home economics teachers for review and evaluation. Each study/work group member provided information and assistance to the three teachers contacted for review and evaluation. Evaluation forms were provided to the reviewers.

Reaction sheets and reviewed materials were returned by June 1981. During the summer all reaction sheets were examined, the materials were revised and corrected as indicated, and once again reviewed before final printing.

INTRODUCTION

Home Economics Courses have always provided a realistic environment for the inclusion of learnings in the basic skills of reading, writing, and mathematics or computation. Teachers however, have not had available to them the types of instructional materials which are readily adaptable for use with academically disadvantaged students as well as others who need to apply their skills to daily life experiences.

This publication provides samples of competency based modules which may be utilized totally or in part in a variety of courses. The specific standards and skills for beginning grade levels were taken from the publication entitled: Minimum Student Performance Standards for Florida Schools, 1981 - 1985. The Department of Education, Division of Public Schools approved the inclusion of all the standards in the appendix of this publication.

As you begin to use this curriculum material, study the matrix for each course. It will provide an overview of coverage of concepts and sub-concepts, standards and skills for reading, writing and mathematics and the pages on which you can find these. The Glossary of Terms will also assist you in better understanding the meaning of words such as standards and skills in the context of this material.

Terminal performance objectives were written, integrating Home Economics course concepts and subconcepts with specific reading, writing, or mathematic skills.

Student directed individual and class learning activities are planned to meet the indicated competencies. You may wish to add or modify these according to the specific needs of an individual or class. Instructional aids are included to assist students in meeting objectives.

Pretests and post-tests are included for every competency. These tests normally consist of five multiple choice questions which will enable you and students to evaluate their mastery of a specific basic skill in a course. These tests are not meant to be substituted for unit or concept tests, but are intended as pre- and post measures of the specific competencies. Multiple choice test items are used to provide student practice in responding to this type of question on the State Student Assessment Test administered at the eleventh grade level.

The modules in this publication have been presented as tools to assist students in the acquisition of skills in reading, writing and mathematics in meaningful ways through your classes.

It is our hope that these materials may present models which will stimulate you to develop additional competency based modules appropriate for your students.

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GLOSSARY OF TERMS

Basic Skills: fundamental competence in Reading, Writing, and Mathematics as specified in the publication, Minimum Student Performance Standards For Florida Schools.

Competency: a statement which is broad in scope and includes the skills, knowledge and attitudes essential to perform a job or task.

Concept: the large ideas which provide structure, scope and sequence in a body of knowledge.

Instructional Aid: a piece of instructional material, such as a worksheet or vocabulary list, which coordinates with a specific learning activity.

Instructional Resources: publications or media which are recommended for use with specific courses.

Learning Activities: a series of student-directed activities which progress from a pretest, towards attaining a specific competency, and successfully mastering a post-test.

Pretest/Post-test: an evaluation device included with each competency, which provides a measure of a student's mastery of a basic skill within a course.

Skill: a minimum competency or performance in Reading, Writing or Mathematics for grade 3, 5, 8, or 11 as identified in Minimum Student Performance Standards for Florida Schools.

Standard: an identified level of competency or performance in Reading, Writing, or Mathematics as defined in the Minimum Student Performance Standards For Florida Schools.

Subconcepts: the component parts of a concept.

Terminal Performance Objective (T.P.O.): a statement in behavioral terms of the desired outcomes learners will demonstrate as a result of their involvement in a program of instruction. Criterion-referenced measures are included.

MATRICES IN CONSUMER AND HOMEMAKING SELECTED COURSES

On the following pages are matrices for each selected program course included in this publication. Each Matrix indicates the course; concepts and subconcepts; the Reading, Writing, or Mathematics standards and skills; and the pages on which the instructional materials are located. Please note that the concepts and subconcepts shown are taken directly from and numbered exactly as listed in the New Curriculum Framework for Home Economics in Florida.

MATRIX

COURSE: CHILD DEVELOPMENT

CONCEPTS/SUBCONCEPTS	SKILL AREA	STANDARDS/SKILLS	PAGE
1.0 Family Planning	Reading	Standard D - The student will demonstrate inferential comprehension skills. Skill 20 - Identify the cause or effect implied in a paragraph.	2
1A. Family Planning 1B. Human Reproduction	Writing	Standard C - The student will write a paragraph expressing ideas clearly. Skill 25 - Write a paragraph by giving information in support of one topic.	16
1B. Human Reproduction	Writing	Standard G - The student will spell correctly. Skill 58 - Spell words needed in writing through grade ten.	20
2.0 Pregnancy 2E. Preparation for the Baby	Reading	Standard F - The student will demonstrate the appropriate skills for obtaining information.	7
2A. Prenatal Care	Writing	Standard C - The student will write a paragraph expressing ideas clearly. Skill 25 - Write a paragraph by giving information in support of one topic.	26
2B. Prenatal Development	Writing	Standard B - The student will organize objects and information into logical groupings and orders. Skill 20 - Organize information related to a single topic.	29

MATRIX

COURSE: CHILD DEVELOPMENT

CONCEPTS/SUBCONCEPTS	SKILL AREA	STANDARDS/SKILLS	PAGE
2E. Preparation for the Baby	Writing	Standard A - The student will compose grammatically correct sentences. Skill 12 - Write compound declarative sentences using appropriate English word order.	36
3.0 Childbirth 3A. Birth Process	Writing	Standard D - The student will write for the purpose of supplying necessary information. Skill 33 - Include the necessary information when writing brief statements describing the steps of a process or event.	38
3C. The Newborn Baby	Mathematics	Standard Q - The student will solve real-world problems involving whole numbers. Skill 116 - Solve real-world problems involving averages of no more than ten numbers and no more than two distinct operations.	45
4.0 Baby's First Year 4A. Care	Reading	Standard C - The student will demonstrate inferential comprehension skills. Skill 16 - Follow written directions.	10
4A. Care	Writing	Standard E - The student will write letters and messages. Skill 39 - Use a proper form when writing a simple business letter.	41
4B. Physical Development 4C. Intellectual Development 4D. Social Development	Mathematics	Standard T - The student will solve measurement problems. Skill 140 - Determine the elapsed time between two events stated in seconds, minutes, hours, days, weeks, months, or years.	48

MATRIX

COURSE: FAMILY LIVING

CONCEPTS/SUBCONCEPTS	SKILL AREA	STANDARDS/SKILLS	PAGE
1.0 Self-Understanding 1A. Basic Needs 1B. Values, Goals and decision making 1C. Personality and character development	Reading	Standard A - The student will demonstrate knowledge of a basic vocabulary as determined by a specific word list. Skill 2 - Identify the meanings of frequently used words presented in context.	58
1A. Basic Needs 1B. Values, Goals and decision making 1C. Personality and character development 1D. Self-concept and esteem	Writing	Standard C - The student will write a paragraph expressing ideas clearly. Skill 25 - Write a paragraph by giving information in support of one topic.	85
2.0 Adolescent Concerns 2B. Pregnancy 2C. Social Diseases 2D. Drug Abuse and Alcohol 2E. Smoking	Reading	Standard A - The student will demonstrate knowledge of a basic vocabulary as determined by a specific word list. Skill 2 - Identify the meanings of frequently used words presented in context.	62
2B. Pregnancy 2C. Social Diseases 2D. Drug Abuse and Alcohol 2E. Smoking	Reading	Standard E - The student will demonstrate evaluative comprehension skills. Skill 23 - Distinguish between facts and opinions in a paragraph.	66
2B. Pregnancy 2C. Social Diseases 2D. Drug Abuse and Alcohol 2E. Smoking	Writing	Standard E - The student will write letters and messages. Skill 39 - Use a proper form when writing a simple business letter.	93

MATRIX

COURSE: FAMILY LIVING

CONCEPTS/SUBCONCEPTS	SKILL AREA	STANDARDS/SKILLS	PAGE
2.0 (continued) 2B. Pregnancy 2C. Social Diseases 2D. Drug Abuse and Alcohol 2E. Smoking	Writing	Standard E - The student will write letters and messages. Skill 41 - Write a letter of request, adjustment, complaint, application, or opinion, which contains necessary and accurate information.	97
2F. Financial Problems	Mathematics	Standard R - The student will solve real-world problems involving fractions, decimals, and percents. Skill 121 - Solve real-world problems involving decimals or percents and one or two distinct operations.	121
3.0 Relationships 3A. Peer Groups 3B. Parents 3C. Siblings 3D. Significant Others 3E. Extended Families 3F. Communication Skills	Reading	Standard A - The student will demonstrate knowledge of a basic vocabulary as determined by a specified word list. Skill 2 - Identify the meanings of frequently used words presented in context.	70
3.0 Relationships 3A. Peer Groups 3B. Parents 3C. Siblings 3D. Significant Others 3E. Extended Families 3F. Communication Skills	Reading	Standard D - The student will demonstrate inferential comprehension skills. Skill 20 - Identify the cause or effect implied in a paragraph.	73

MATRIX

COURSE: FAMILY LIVING

CONCEPTS/SUBCONCEPTS	SKILL AREA	STANDARDS/SKILLS	PAGE
5.0 Preparation for Marriage 5G. Weddings and Honeymoons	Reading	Standard F - The student will demonstrate the appropriate skills for obtaining information. Skill 29 - Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories and newspapers.	78
8.0 Management of Home and Family 8C. Consumer Goals and Decisions	Reading	Standard C - The student will demonstrate literal comprehension skills. Skill 13 - Answer "who", "what", "where", "when", "which", and "how" questions about sentences or paragraphs.	81
8A. Time 8B. Money 8C. Consumer Decisions and Goals 8E. Community Resources	Writing	Standard G - The student will spell correctly. Skill 60 - Spell commonly used "survival" words.	100
8A. Time	Mathematics	Standard T - The student will solve measurement problems. Skill 140 - Determine the elapsed time between two events stated in seconds, minutes, hours, days, weeks, months, or years.	107

MATRIX

COURSE: TEXTILES AND CLOTHING

CONCEPTS/SUBCONCEPTS	SKILL AREA	STANDARDS/SKILLS	PAGE
1.0 Factors in Wardrobe Selection 1D. Cost	Mathematics	Standard S - The student will solve money problems. Skill 131 - Solve real-world problems involving comparison shopping.	138
1D. Cost	Mathematics	Standard S - The student will solve money problems. Skill 134 - Solve real-world problems involving purchases and a rate of discount given in fraction or percent notation.	141
2.0 Commercial Pattern 2B. Use of Instruction sheet and pattern envelope.	Reading	Standard A - The student will demonstrate knowledge of basic vocabulary as determined by a specified word list. Skill 2 - Identify the meaning of frequently used words presented in context.	114
2B. Use of Instruction sheet and pattern envelope.	Reading	Standard C - The student will demonstrate literal comprehension skills. Skill 13 - Answer "who", "what", "where", "when", "which", and "how" questions about sentences or paragraphs.	119
2B. Use of Instruction Sheet and Pattern Envelope	Reading	Standard C - The student will demonstrate literal comprehension skills. Skill 14 - Identify the order of events in a paragraph.	123

MATRIX

COURSE: TEXTILES AND CLOTHING

CONCEPTS/SUBCONCEPTS	SKILL AREA	STANDARDS/SKILLS	PAGE
2.0 (continued) 2B. Use of Instruction Sheet and Pattern Envelcpe	Reading	Standard C - The student will demonstrate literal comprehension skills. Skill 16 - Follow written directions.	126
2D. Layout, Cutting, Marking	Writing	Standard D - The student will write for the purpose of supplying necessary information. Skill 33 - Include the necessary information when writing brief statements describing the steps of a process or event.	136
2B. Use of Instruction Sheet and Pattern Envelope	Mathematics	Standard I - The student will add, subtract, and multiply fractions. Skill 69 - Add two mixed numbers less than 100, with denominators of 2, 3, 4, 5, 6, 8, or 10.	145
2C. Alterations	Mathematics	Standard T - The student will solve measurement problems. Skill 142 - Solve problems related to length, width, or height, using metric or customary units up to kilometers or miles, conversion within the system.	150
5.0 Sewing and Pressing Equipment 5A. Selection	Reading	Standard A - The student will demonstrate knowledge of a basic vocabulary as determined by a specified word list. Skill 1 - Identify frequently used words by sight.	129

MATRIX

COURSE: TEXTILES AND CLOTHING

CONCEPTS/SUBCONCEPTS	SKILL AREA	STANDARDS/SKILLS	PAGE
6.0 Construction 6A. Seams and Seam Finishes	Reading	Standard A - The student will demonstrate knowledge of basic vocabulary as determined by a specified word list. Skill 2 - Identify the meaning of frequently used words presented in context.	133

MATRIX

COURSE: FOODS AND NUTRITION

CONCEPTS/SUBCONCEPTS	SKILL AREA	STANDARDS/SKILLS	PAGE
1.0 Factors Affecting Food Choices 1B. Values 1E. Health Needs 1F. Cultural Background	Reading	Standard E - The student will demonstrate evaluative comprehension skills. Skill 23 - Distinguish between facts and opinions in a paragraph.	159
2.0 Nutrition 2A. Nutrients 2G. Basic Four Food Groups	Writing	Standard B - The student will organize objects and information into logical groupings and orders. Skill 20 - Organize information related to a single topic.	176
2A. Nutrients	Mathematics	Standard L - The student will find percentages. Skill 80 - Find the percentages when given a whole number and a whole number percent less than 100.	186
2A. Nutrients	Mathematics	Standard U - The student will interpret graphs, tables, and maps. Skill 149 - Read and determine relationships described by line graphs, or tables.	190
5.0 The Recipe 5A. Vocabulary	Writing	Standard G - The student will spell correctly. Skill 52 - Proofread for spelling.	181
5C. Equivalents, Substitutions and Alterations 5D. Measuring Ingredients	Mathematics	Standard I - The student will add and subtract fractions. Skill 69 - Add two mixed numbers less than 100 with denominators of 2, 3, 4, 5, 6, 8, or 10.	194

MATRIX

COURSE: FOODS AND NUTRITION

CONCEPTS/SUBCONCEPTS	SKILL AREA	STANDARDS/SKILLS	PAGE
5C. Equivalents, Substitutions and Alterations 5D. Measuring Ingredients	Mathematics	Standard M - The student will measure time, temperature, distance, capacity, and mass/weight. Skill 94 - Determine capacity by measuring quantities in milliliters.	198
6.0 Food Preparation	Reading	Standard C - The student will demonstrate literal comprehension skills. Skill 16 - Follow written directions.	165
9.0 Consumer in the Market Place 9E. Advertising, Packaging and Labeling	Reading	Standard F - The student will demonstrate the appropriate skills for obtaining information. Skill 28 - Obtain appropriate information from commonly used forms.	171
9F. Unit Pricing	Mathematics	Standard K - The student will multiply and divide decimals. Skill 79 - Divide two numbers, each having no more than two decimal places.	202
10.0 Resource Management 10A. Time	Mathematics	Standard T - The student will solve measurement problems. Skill 140 - Determine the elapsed time between two events stated in seconds, minutes, hours, days, weeks, months, or years.	209

MATRIX

COURSE: HOUSING AND HOME FURNISHINGS

CONCEPTS/SUBCONCEPTS	SKILL AREA	STANDARDS/SKILLS	PAGE
3.0 Selecting Housing 3A. Types	Reading	Standard A - The student will demonstrate knowledge of a basic vocabulary as determined by a specified word list. Skill 2 - Identify the meanings of frequently used words presented in context.	219
3B. Financing 3C. Legal Aspects	Writing	Standard F - The student will fill out common forms. Skill 46 - Complete forms such as: driver's license; employee's withholding form; voter registration; entrance to military service, school, or a training program; insurance; credit; employment; income tax (short form); and social security.	242
3B. Financing 3C. Legal Aspects	Writing	Standard G - The student will spell correctly. Skill 59 - Spell commonly used "consumer" words.	246
3B. Financing	Mathematics	Standard K - The student will multiply and divide decimals. Skill 78 - Multiply two numbers, each having no more than two decimal places.	250
3B. Financing	Mathematics	Standard L - The student will find percentages. Skill 80 - Find the percentage when given a whole number and a whole number percent less than 100.	255
3D. Upkeep	Mathematics	Standard L - The student will find percentages. Skill 80 - Find the percentage when given a whole number and a whole number percent less than 100.	258

MATRIX

COURSE: HOUSING AND HOME FURNISHINGS

CONCEPTS/SUBCONCEPTS	SKILL AREA	STANDARDS/SKILLS	PAGE
4.0 Home Construction Features 4E. Energy Conservation	Reading	Standard A - The student will demonstrate knowledge of a basic vocabulary. Skill 2 - Identify the meanings of frequently used words presented in a context.	223
4E. Energy Conservation	Reading	Standard C - The student will demonstrate literal comprehension skills. Skill 16 - Follow written directions.	229
5.0 Interior Design 5E. Window Treatments	Mathematics	Standard M - The student will measure time, temperature, distance, capacity, and mass/weight. Skill 92 - Determine length, width, or height by measuring objects to the nearest millimeter or 1/8 inch.	262

MATRIX

COURSE: FAMILY ECONOMICS

CONCEPTS/SUBCONCEPTS	SKILL AREA	STANDARDS/SKILLS	PAGE
2.0 Money Management	Writing	Standard G - The student will spell correctly. Skill 59 - Spell commonly used "consumer" words.	282
2A. Income and Budgeting	Writing	Standard E - The student will write letters and messages. Skill 41 - Write a letter of request, adjustment, complaint, application, or opinion, which contains necessary and accurate information.	286
2B. Banking Services	Writing	Standard C - The student will write a paragraph expressing ideas clearly. Skill 25 - Write a paragraph by giving information in support of one topic.	291
2A. Income and Budgeting	Mathematics	Standard R - The student will solve real-world problems involving fractions, decimals, and percents. Skill 121 - Solve real-world problems involving decimals or percents and one or two distinct operations.	303
3.0 Consumer Rights and Responsibilities 3A. Consumer Bill of Rights	Writing	Standard E - The student will write letters and messages. Skill 39 - Use a proper form when writing a simple business letter.	294

MATRIX

COURSE: FAMILY ECONOMICS

CONCEPTS/SUBCONCEPTS	SKILL AREA	STANDARDS/SKILLS	PAGE
4.0 Clothing 4C. Comparison Shopping	Writing	Standard G - The student will spell correctly. Skill 59 - Spell commonly used "consumer" words.	299
6.0 Housing 6A. Factors Affecting Housing	Reading	Standard E - The student will demonstrate evaluative comprehension skills. Skill 23 - Distinguish between facts and opinions in a paragraph.	275
6D. Mortgages and Leases	Reading	Standard C - The student will demonstrate literal comprehension skills. Skill 13 - Answer "who", "what", "where", "when", "which", and "how" questions about sentences or paragraphs.	277
7.0 Transportation 7B. Selection 7C. Buying	Mathematics	Standard S - The student will solve money problems. Skill 132 - Solve real-world problems by finding simple interest.	307
7B. Selection 7C. Buying	Mathematics	Standard S - The student will solve money problems. Skill 134 - Solve real-world problems involving purchases and a rate of discount given in fraction or percent notation.	310
9.0 Taxes 7D. State and Local Taxes	Mathematics	Standard S - The student will solve money problems. Skill 133 - Solve real-world problems involving purchases and a rate of sales tax.	314

COMPETENCY GRIDS FOR SELECTED COURSES

The grids on the following pages list all of the competencies which were developed for this publication. Each grid indicates the courses, skill areas, and page numbers on which the competencies are located.

COMPETENCY GRID FOR SELECTED COURSES

COURSE	SKILL AREA	COMPETENCIES	PAGE
Child Development	Reading	Determines causes and effects of events and actions related to family planning.	2
		Identifies sources of information on prenatal care during pregnancy.	7
		Follows directions to complete tasks related to the care of the baby in the first year.	10
	Writing	Writes paragraphs expressing ideas clearly on reasons for family planning.	16
		Correctly spell words related to the human reproduction system.	20
		Write a paragraph about the relationship of prenatal care to the health of the baby and mother.	26
		Identifies in order the stages of physical development of the embryo and fetus.	29
		Writes grammatically correct sentences which reflect knowledge of the various roles of expectant parents in preparation of the newborn.	36
		Writes statements describing the birth process.	38
		Uses proper form to write business letters requesting information about care of a baby.	41
	Mathematics	Determines averages related to the characteristics of the newborn.	45
		Determines elapsed time between birth and specific developmental tasks.	48

COMPETENCY GRID FOR SELECTED COURSES

COURSE	SKILL AREA	COMPETENCIES	PAGE
Family Living	Reading	Comprehends basic vocabulary related to self-understanding.	58
		Comprehends basic vocabulary related to adolescent concerns.	62
		Recognizes adolescent concerns and opinions and how these affect the individual, family and peer group.	66
		Comprehends basic vocabulary related to relationships.	70
		Comprehends the cause and effect that actions have on interpersonal relationships.	73
		Identifies sources of information needed when preparing for marriage.	78
		Identifies specific information in reading selections concerning consumer decisions and goals.	81
	Writing	Writes about how basic needs, values and goals affect personality, character development and self-concept.	85
		Uses proper form when writing letters related to adolescent concerns.	93
		Writes letters related to adolescent concerns.	97
		Spells terminology related to the management of home and family.	100
	Mathematics	Solves real-world problems related to the adolescent concern of financial problems.	103
		Determines elapsed time as it relates to time management in the home.	107

COMPETENCY GRID FOR SELECTED COURSES

COURSE	SKILL AREA	COMPETENCIES	PAGE
Textiles and Clothing	Reading	Identify word meanings from commercial patterns using specific context clues.	114
		Locate information necessary for garment construction.	119
		Interpret and use directions in the guidesheet of a pattern.	123
		Comprehends basic instructions on a pattern.	126
		Recognizes sewing equipment vocabulary.	129
		Identifies garment construction vocabulary in context.	133
	Writing	Includes necessary information when writing statements describing the steps for the preparation of fabric for layout and marking.	136
	Mathematics	Differentiate between the cost of a commercially made garment and a similar home-constructed garment.	138
		Determine rate of percentage discount on clothing purchases.	141
		Compute fabric yardage for specific garments.	145
		Solve simple pattern alteration problems.	150

COMPETENCY GRID FOR SELECTED COURSES

COURSE	SKILL AREA	COMPETENCIES	PAGE
Foods and Nutrition	Reading	Distinguishes between facts and opinions in nutrition information.	159
		Follows written directions or recipes in the preparation of food.	165
		Identifies and uses grocery labels as a source of information on foods and nutrition.	171
	Writing	Identifies in writing the nutrients and the basic four food groups necessary for good nutrition.	176
		Uses dictionary to spell the vocabulary in recipes.	181
	Mathematics	Determine percentages of nutrients provided in foods.	186
		Interprets tables to determine nutritional needs of specific groups.	190
		Adds fractions to alter a recipe.	194
		Determines metric measurement equivalents in recipes.	198
		Divides decimals to determine unit prices of groceries for comparison shopping.	202
		Determines elapsed time related to management of time in meal planning and preparation.	209

COMPETENCY GRID FOR SELECTED COURSES

COURSE	SKILL AREA	COMPETENCIES	PAGE
Housing and Home Furnishings	Reading	Comprehends connotative definitions of words used in housing.	219
		Comprehends literal definitions of words used in the area of energy conservation.	223
		Comprehends written directions to complete a task in energy conservation.	229
	Writing	Applies correct procedures in filling out forms used to apply for a mortgage.	242
		Identifies correctly spelled consumer words which relate to housing.	246
	Mathematics	Use multiplication skills to determine the financial ability of the wage-earner to own and maintain a home.	250
		Determine monthly and yearly mortgage payments by multiplying decimals and percents.	255
		Determines the cost of the upkeep for houses by multiplying percents.	258
		Determine the length and width of a window to be treated for energy conservation.	262

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COMPETENCY GRID FOR SELECTED COURSES

COURSE	SKILL AREA	COMPETENCIES	PAGE
Family Economics	Reading	Identifies opinions in reading selections on housing.	275
		Identify specific information in a mortgage or lease for housing.	277
	Writing	Spells consumer words related to money management.	282
		Writes letters requesting information on money management.	286
		Write a paragraph describing the services of one bank.	291
		Uses a proper form when writing business letters concerning a consumer problem.	294
		Spell consumer words related to comparison shopping.	299
	Mathematics	Solve money management problems related to income and budget.	303
		Determine the amount of simple interest in financing selected transportation vehicles.	307
		Determine the rate of discount on transportation products.	310
		Determine the amount of sales tax for a variety of consumer goods.	314

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TOOLS FOR INTEGRATING BASIC SKILLS INTO SELECTED ASPECTS OF THE CONSUMER AND HOMEMAKING PROGRAM

COURSE:

Child Development

* Reading, Writing, and Mathematics:
* Standards and Skills
* Concepts and Subconcepts
* Competencies and Terminal Performance Objectives
* Learning Activities and Instructional Aids
* Pretests and Post-tests
* Instructional Resources

INSTRUCTIONAL LEVELS

10-15

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: CHILD DEVELOPMENT

READING

STANDARD D - The student will demonstrate inferential comprehension skills.

SKILL 20 - Identify the cause or effect implied in a paragraph.

FLORIDA CURRICULUM FRAMEWORK		TARGET BASIC SKILLS AREAS
CONCEPTS/SUBCONCEPTS		COMPETENCIES/TPO'S
1.0 Parenthood 1A. Family Planning	Competency	Determines causes and effects of events and actions related to family planning.
	T.P.O.	Given a series of case studies, describe the causes and effects of family planning in each with 80% accuracy according to teacher set criteria.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. View transparency, Definitions of Cause, Effect and Inference, Instructional Aid 2. Participate in class discussion.

Activity 3. Read The Case Study on Family Planning, Instructional Aid 3; then on the chart below the case study, list: a) events/problems; and b) your ideas concerning the causes of these problems. Discuss effects of each cause.

Activity 4. Develop role play situations related to family planning which show cause and effect of specific events and discuss these.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: CHILD DEVELOPMENT

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Read each case study and answer the multiple choice questions by writing the letter of the correct response in the space provided.

Mary and John were married a few months when Mary found out she was pregnant. John lost his job two months later. Because of money problems they had to move in with Mary's parents. Due to the pressures of money and no job, John left Mary.

________ 1. Which statement tells the cause and effect of the action?

a. Mary's mother interfered because Mary was pregnant.
b. John showed no interest in working because he moved in with her parents.
c. Because John and Mary did not plan ahead for a baby, they could not meet their responsibilities, and John left.
d. John lost his job because of lack of money.

Rosa and Juan were married four years ago. They postponed having a family in order to buy a home and to build up a savings account. Rosa and Juan feel that by planning ahead, their future children will have a better family life.

________ 2. Which statement best tells the cause and effect of the action?

a. Rosa and Juan were happily married because they had a home.
b. By planning ahead, Rosa and Juan will have a better family life.
c. Having a savings account brings happiness.
d. Postponing a family brings opposition from parents.

Albert and Susan have been married for two years. Enjoying life has been their main goal. All the money they have earned has been spent on "fun" things. However, Susan is tired of working and decides it's time to have a child. She becomes pregnant and quits her job. Now with Albert the only one working and because of high medical expenses due to complications of pregnancy, there is no money for the fun things. This has caused marital fighting. Albert is not sure he wants the baby and would like Susan to have an abortion and go back to work.

________ 3. Which statement best tells the cause and effect of the action?

a. Having fun causes marital fighting.
b. Because Susan dislikes working she had complications of pregnancy.
c. Because Susan and Albert did not plan for a child, they could not accept unexpected circumstances.
d. Because of having so much fun together, Susan and Albert do not need a child.

COURSE: CHILD DEVELOPMENT

Instructional Aid 1. Pretest/Post-test (continued)

Carlos and Carmen had been married seven months when Carmen learned she was pregnant. Before marriage, each one had carefully saved money. After marriage, each added to the account weekly. From the beginning of their marriage, they had plans for a family. The news of Carmen's pregnancy was received with great delight. Carlos took an extra job so Carmen could stay home with the baby the first year.

________ 4. Which statement best tells the cause and effect of the action?

a. Because they planned ahead, Carlos and Carmen really looked forward to having their baby.
b. Because she was pregnant, Carmen did not work so hard.
c. Carmen and Carlos were happy because Carlos loved to work.
d. Carefully saving money made marriage happier.

Willie and Lavanda have been married for two years. Lavanda has a daughter, Karletta, from her first marriage. Lavanda has been afraid to have another child too soon after she and Willie were married because her first marriage ended one month after Karletta was born. Willie would like to add at least two more children to their family soon. Since they have been happily married for the past two years, they both feel that the time is right to add to their family.

________ 5. Which statement best tells the cause and effect of the action?

a. Postponing additions to the family saved money.
b. Stepfathers want children of their own.
c. Lavanda does not want another child because she already has Karletta.
d. By postponing additions to their family until they were ready, Willie and Lavanda were able to adjust to married life.

COURSE: Child Development

Instructional Aid 2. Definitions of Cause, Effect and Influence

CAUSE - Any event, circumstance or condition that brings about an outcome.

EFFECT - An outcome produced by a cause.

INFER - Suggest causes of an outcome based on information given.

SITUATION

When Bobby and Vickie Jones were married six years ago, they planned to have one child. Vickie's now pregnant with their fifth child.

DISCUSSION QUESTIONS:

1. Identify the effect or outcome of the situation.
2. Give possible causes of the effect (outcome).
3. What can you infer from the effect?

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: CHILD DEVELOPMENT

Instructional Aid 3. Case Study on Family Planning

DIRECTIONS: Read the following Case Study. Use the chart to write in your ideas about the action.

When Mary and Jim were married in April they wanted to start a family right away. In June they learned that their apartment building was going to be converted into condominiums and that they would have to buy theirs or look for a new place. After looking around for another home, they decided their best choice was to buy their apartment. Because they used their savings for the down payment, they decided to postpone starting a family until they built their savings up again.

When Mary went to her doctor in August for a check-up and advice on family planning, she learned that she was pregnant.

A) EVENTS/PROBLEMS	B) YOUR IDEAS CONCERNING THE CAUSES OF THE PROBLEMS.

C. BE PREPARED TO DISCUSS THE EFFECTS OF EACH CAUSE.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: CHILD DEVELOPMENT

READING

STANDARD F - The student will demonstrate the appropriate skills for obtaining information.

SKILL 29 - Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories and newspapers.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Pregnancy
  2A. Preparation for the Baby

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Identifies sources of information on prenatal care during pregnancy.
T.P.O.	Given resource materials such as dictionaries, encyclopedias, atlases, directories and newspapers, identify those that could supply specific information needed for preparation for a baby, with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Brainstorm different sources for obtaining specific information on preparing for a baby and plan a bulletin board or set up a resource table displaying samples of the sources.

Activity 3. In groups, look through copies of the following sources: dictionaries, encyclopedias, atlases, directories, catalogs and newspapers, etc. Brainstorm the kinds of information that could be obtained from each and that could be useful to a couple preparing for a baby.

Activity 4. Use Instructional Aid 2, Preparation for the Baby, to determine the best source of information on each item listed. Discuss answers with class.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: CHILD DEVELOPMENT

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Read the paragraphs. Answer the questions by placing the letter of the best response in the space provided.

________ 1. Jo Ellen is expecting and would like to select a doctor who is an obstetrician. She could best find them listed in the:

a. white pages of the phone book
b. yellow pages of the phone book
c. classified ads of newspapers
d. dictionary

________ 2. Estella wants to buy some used furniture to remodel for her baby. She should look in the:

a. classified ads of the newspaper
b. Sears catalogue
c. white pages of the phone book
d. dictionary

________ 3. Jo and James want to order some baby clothes for their expected newborn. They could find them in:

a. an encyclopedia
b. a dictionary
c. an atlas
d. the Sears catalogue

________ 4. Marge wants her mother to come help her with the baby. She could determine approximate travel distances by looking in the:

a. atlas
b. encyclopedia
c. dictionary
d. almanac

________ 5. James wants to find the best route to drive his car from his home to the hospital; he could use a:

a. globe
b. city bus schedule
c. city map
d. map of the state

COURSE: CHILD DEVELOPMENT

Instructional Aid 2. Preparation for the Baby

DIRECTIONS: When Jack and Bonnie were expecting their first baby, they wrote out a list of things they needed information about to help them plan and prepare for the baby.

Next to each item listed below, write the best source of information about that item. Examine sources provided in the classroom to help you make your decision. The sources include: dictionaries, encyclopedias, atlases, directories, catalogs and newspapers.

ITEMS	SOURCES
Maternity Clothing -costs and styles - names and locations of stores	
Baby Clothing -costs and styles -names and locations of stores	
Used Baby Furniture	
Hospitals -names and addresses -distance from home	
Obstetrician -names and addresses -distance from home	
Pediatrician -names and addresses -distance from home	
Diapers -diaper delivery services -stores carrying disposables -sales prices of disposables	
Baby Sitters	
Used "family size" car	

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: CHILD DEVELOPMENT

READING
STANDARD C - The student will demonstrate literal comprehension skills.
SKILL 16 - Follow written directions.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

4.0 Baby's First Year
  4A. Care

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Follows directions to complete tasks related to the care of the baby in the first year.

T.P.O. Given lists of directions for specific care tasks for a baby, follow directions to perform the tasks according to a teacher rating sheet.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Read Directions for Bathing the Baby, Instructional Aid 2. Work in small groups using supplies and equipment provided in class to practice following the directions given. Each member of the group will demonstrate the procedure according to the directions, while the other member(s) observe and write notes on how well directions were followed.

Activity 3. Participate in class discussion about problems group members found when trying to follow written directions, using Instructional Aid 3.

Activity 4. Participate in class discussion about problems group members found when trying to follow written directions, using Problems in Following Written Directions, Instructional Aid 3.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: CHILD DEVELOPMENT

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Read the following written directions on "How to Bottle-Feed", then answer the multiple choice questions on the following page by placing the letter of the correct response in the space provided.

HOW TO BOTTLE-FEED (WARM FORMULA METHOD)

1. Warm bottle in bottle warmer, according to manufacturer's directions; or place bottle in a pan of water and heat on the stove.

2. Shake a drop of milk onto your wrist or inner forearm to check temperature. It should be lukewarm.

3. The newborn should be held at every feeding in a semi-upright position, with the head supported, and snuggled close to your body.

4. Be sure nipple is kept full of milk so that excessive air is not swallowed.

5. Several times during feeding, when there is a natural break in sucking, the baby should be burped. There are three acceptable positions for burping: 1) held upright with head erect and supported; 2) upright with the baby's chin on your shoulder; or 3) lay the baby stomach down, across your knees. In any one of the three positions, gently rub and pat the baby's back until you hear air expelled. 4) Continue to feed the baby as before until the infant seems satisfied. The baby should decide when to take the nipple and when to let go. 5) The burping procedure should also take place at the end of each feeding.

COURSE: CHILD DEVELOPMENT

Instructional Aid 1. Pretest/Post-test (continued)

DIRECTIONS: After reading "How to Bottle-Feed" (Warm Formula Method), answer the multiple choice questions by writing the letter of the correct response in the space provided.

________ 1. Two methods of warming a bottle according to the directions are:

a. In a pan on the stove or in the oven.
b. In a bottle warmer or in a pan of water on the stove.
c. In a pan of water on the stove or in a hot water bottle.
d. In a bottle warmer or in the oven.

________ 2. What should be done to prevent excessive air from being swallowed?

a. The newborn should be held close to your body.
b. The baby should be burped during the feeding.
c. The nipple should be kept full of milk.
d. The milk should be lukewarm.

________ 3. Which of the following is not true about how the infant should be held when bottle-feeding?

a. The head should be held upright.
b. The head should be supported.
c. Snuggle the baby close to your body.
d. The baby should be held in a semi-upright position.

________ 4. When should the baby be burped?

a. Only at the end of the feeding.
b. Every sixty seconds during the feeding.
c. Several times during the feeding and at the end of the feeding.
d. Several times during the feeding.

Instructional Aid 1. Pretest/Post-test (continued)

_______ 5. Which of the following is not a recommended position for burping an infant?

a. Held upright with head erect and supported.
b. Upright with the baby's chin on your stomach.
c. Upright with the baby's chin on your shoulder.
d. Lay the baby stomach down, across your knees.

COURSE: CHILD DEVELOPMENT

Instructional Aid 2. Directions for Bathing the Baby

DIRECTIONS: Work in small groups using supplies and equipment provided in class to practice the following instructions. Each member of the group will demonstrate how to bathe a baby according to these instructions. Observe and write notes on how well directions were followed.

1. Assemble the baby's clean clothing and the following bath supplies:
   mild bath soap
   clean, soft washcloth
   baby oil/baby lotion
   2 clean, soft bath towels
2. The temperature of the room should be between 22-24 degrees C. (72-75 degrees F.).
3. Fill tub to a depth of only 5-8 cm. (2-4 inches). Check water temperature with your elbow. It should feel warm (not hot) about 37 degrees C. (98 degrees F.).
4. Place one of the bath towels on the bottom of the tub to prevent slipping and to make the surface softer.
5. Undress the baby. Before placing the baby into the tub, wash the face and head gently with the damp washcloth.
6. To place baby into the tub, slide your left wrist under baby's head and grasp the baby's left arm under the armpit. Then lift the baby into the tub by holding under the thighs with your right hand. (If you are left-handed, reverse the process).
7. Once the baby is in the tub, the left hand remains to support the baby's head. Use your right hand to gently wash the baby with the soap and the washcloth.
8. Rinse carefully and thoroughly.
9. Lift the baby from the tub in the same manner as placed in the tub. Place on the clean, dry, soft towel and wrap quickly to prevent chilling.
10. Gently pat the baby dry.
11. If the scalp tends to be dry, baby oil can be applied. Baby lotion may be smoothed onto the baby's skin.

COURSE: CHILD DEVELOPMENT

Instructional Aid 3. Problems in Following Written Directions

PROBLEMS	SOLUTIONS

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: CHILD DEVELOPMENT

WRITING

STANDARD C - The student will write a paragraph expressing ideas clearly.

SKILL 25 - Write a paragraph by giving information in support of one topic.

FLORIDA CURRICULUM FRAMEWORK	TARGET BASIC SKILLS AREAS	
CONCEPTS/SUBCONCEPTS		COMPETENCIES/TPO'S
1.0 Parenthood 1A. Family Planning 1B. Human Reproduction	Competency	Writes paragraph expressing ideas clearly on reasons for family planning.
	T.P.O.	Given a case study, write a paragraph, using correct form according to a checksheet, supporting or rejecting family planning and predicting future consequences of the case.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. In groups, brainstorm different reasons for family planning. Write sentences about reasons for family planning. Categorize reasons according to economic or emotional needs on the chart, Needs in Family Planning, (Instructional Aid 2).

Activity 3. In groups, write reasons for family planning on newsprint and tape on board. Participate in presentation and discussion of reasons.

Activity 4. Find articles and case studies related to family planning in textbooks, periodicals, and classroom references. Write a paragraph supporting or rejecting family planning according to a particular article or case study.
*NOTE FOR TEACHER: Instructional Resources lists possible titles.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: CHILD DEVELOPMENT

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: In the space provided, write the letter of the sentence which does not belong in the paragraph below.

________ 1. Health of Prospective Parents

a. When planning for the birth of a child, health of both parents should be considered.
b. A child adds to family expenses.
c. The mother's body prior to pregnancy should be healthy enough to carry the baby for nine months of pregnancy.
d. If there is chronic illness, it could affect the care that would be given to the newborn.

________ 2. Emotional Stability of Prospective Parents

a. A husband and wife should establish a loving, stable relationship before they plan parenthood.
b. They must be sincerely willing to change some habits and activities.
c. Couples who are having marital problems should delay parenting.
d. Dancing while pregnant is healthy.

________ 3. Financial Outlook of Prospective Parents

a. Teenagers like to babysit to earn money.
b. Prospective parents should plan carefully the added expenses of a child.
c. A good idea is for the parents-to-be to draw up a budget sheet of expected expenses.
d. If either parent is to discontinue working, that income cannot be included in the budget.

COURSE: CHILD DEVELOPMENT

Instructional Aid 1. Pretest/Post-test (continued)

________ 4. Housing for Prospective Parents

a. Condominiums are apartments that one may purchase.
b. Adequate space in the home must be considered for the new baby.
c. Rules and regulations concerning children living in the present housing situation must be examined.
d. A move to a larger home may cost more money.

________ 5. Alternatives to Having Children

a. A couple who cannot have children for medical reasons may choose to adopt a child.
b. Adoptions bind children and parents together in a legal way.
c. Foster children give couples only partial legal responsibility.
d. Newborns should be kept conveniently close to their parents.

COURSE: CHILD DEVELOPMENT

Instructional Aid 2. Needs in Family Planning

DIRECTIONS: Brainstorm different reasons for family planning. Write sentences about these reasons for family planning and categorize reasons according to economic needs or emotional needs on the chart below.

ECONOMIC NEEDS	EMOTIONAL NEEDS

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: CHILD DEVELOPMENT

WRITING
STANDARD G - The student will spell correctly.
SKILL 58 - Spell words needed in writing through grade ten.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

1.0 Parenthood
    1B. Human Reproduction

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Correctly spell words related to the human reproduction system.
T.P.O.	Given a list of terms related to the human reproductive system, spell each correctly and label a handout prepared by teacher with 80% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Complete Instructional Aid 2, Human Reproduction Vocabulary, by looking up the words for correct spelling and definitions in textbooks, dictionary, or other classroom references.

Activity 3. View transparencies, Instructional Aids 3 and 4, coordinated with handout on the parts of the human reproductive system. Label on transparency as students label on their paper.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: CHILD DEVELOPMENT

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Choose the correctly spelled word.

________ 1. The male cell is called the ____________________.

a. spur
b. sperim
c. spurm
d. sperm

________ 2. The ____________________ in the female produces the egg.

a. ovary
b. overy
c. ovaree
d. ovarie

________ 3. The womb of the woman is called the ____________________.

a. youterus
b. youtress
c. uterus
d. utarus

________ 4. The ____________________ tube is the passage way for the egg.

a. falopian
b. falopean
c. fallopian
d. fallowpian

________ 5. The male cells are stored in the ____________________.

a. testicles
b. testeacles
c. tesstecles
d. testecles

COURSE: CHILD DEVELOPMENT

Instructional Aid 2. Human Reproduction Vocabulary

Cervix

Chromosomes

Conception

Embryo

Epididymis

Erection

Fallopian Tubes

Fertilization

Fetus

Fimbrioe

Gametes

Hormones

Implantation

Ova

Ovary

Ovulation

Penis

Prostrate Gland

Scrotum

Instructional Aid 2. Human Reproduction Vocabulary (continued)

Semen

Seminal Vesicle

Sperm

Testicle

Urethra

Uterus

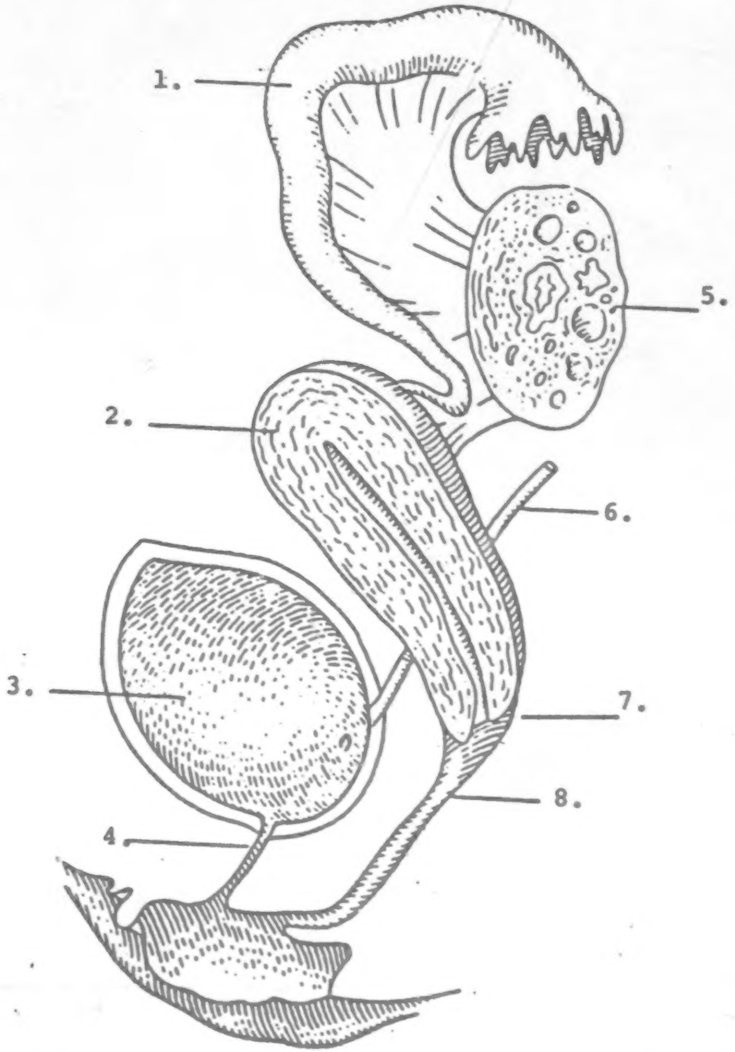
Vagina

Vas Deferens

Zygote

COURSE: CHILD DEVELOPMENT

Instructional Aid 3. Female Reproductive System (Side View)*



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* Reproduced from
MALE & FEMALE: Human
Development Curriculum
Guide.

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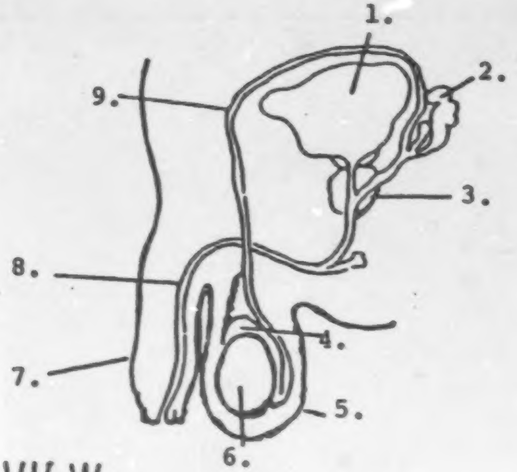
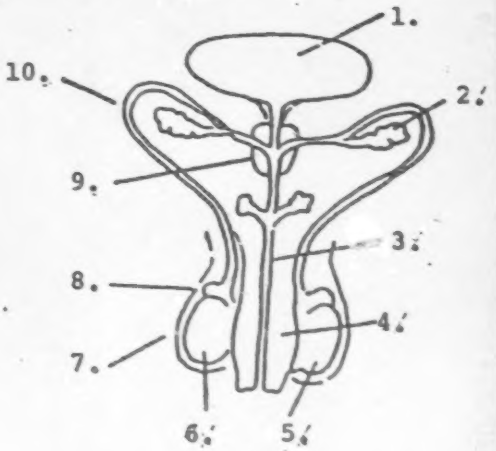
COURSE: CHILD DEVELOPMENT

Instructional Aid 4. Male Reproductive System*



SIDE VIEW

FRONT VIEW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*Reproduced from MALE & FEMALE: Human Development Curriculum Guide

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: CHILD DEVELOPMENT

WRITING
STANDARD C - The student will write a paragraph expressing ideas clearly.
SKILL 25 - Write a paragraph by giving information in support of one topic.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Pregnancy
    2A. Prenatal Care

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Write a paragraph about the relationship of prenatal care to the health of the baby and mother.

T.P.O. Given a specific teacher criteria, interview a physician or nurse on the relationship of prenatal care to the health of the baby and mother. Write a paragraph summarizing this information.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Through brainstorming and class discussion, formulate a guidesheet for interviewing to be used in Activity 3. Use Instructional Aid 2 as a guideline.

Activity 3. Using guidesheet formulated by class, interview a physician or nurse. Complete guidesheet by writing the answers given for each question.
*NOTE FOR TEACHER: Students could go into field to conduct interviews, or resource people could be invited into the classroom.

Activity 4. Using completed guidesheet, write a paragraph summarizing one aspect of prenatal care.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: CHILD DEVELOPMENT

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: One sentence in each of the paragraphs below does not give information in support of that paragraph's topic. Read each paragraph and, in the space provided, write the letter of the sentence which does not support the topic.

_______ 1. (a) Birth defects can be caused by certain virus diseases. (b) Rubella, or German Measles, is one such disease. (c) Insomnia is not a disease. (d) The pregnant woman should be careful to avoid contact with anyone with a virus.

_______ 2. (a) A woman who is addicted to heroin or morphine at the time of delivery usually passes her addiction on to her baby. (b) Diet directly affects the growth of the baby. (c) A baby born addicted must go through a period of withdrawal immediately after birth. (d) Severe withdrawal may cause the newborn to die.

_______ 3. (a) Radiation can cause birth defects. (b) Therefore, X-rays may be dangerous to the fetus. (c) They should be avoided during pregnancy. (d) Many drugs are dangerous.

_______ 4. (a) Alcohol should be avoided or used in moderation during pregnancy. (b) Alcoholic mothers often have children with a variety of birth defects. (c) Alcoholics Anonymous, Weight Watchers, and Schick have helped many people with problem habits. (d) Fetal alcohol syndrome is the name given to this group of birth defects.

_______ 5. (a) Smoking should be avoided during pregnancy. (b) Cigarette smoke smells bad. (c) Studies have shown that the more cigarettes a mother smokes during pregnancy, the less the baby will weigh. (d) Heavy smoking during pregnancy is also believed to cause premature birth.

COURSE: CHILD DEVELOPMENT

Instructional Aid 2. Guidesheet for Interviewing

1. What are the early signs of pregnancy?
2. What medical advice should a woman get if she thinks she is pregnant?
3. What methods are used to find out if a woman is pregnant?
4. Are the "At-Home-Pregnancy-Tests" safe and reliable?
5. When should a woman have her first medical examination?
6. How can the doctor determine when the baby will be born?
7. What are some of the complications of pregnancy?
8. How does activity and rest affect prenatal development?
9. What kind of exercise is recommended during pregnancy?
10. Why is good nutrition an important factor in prenatal care?
11. What are some prenatal health hazards that could harm the fetus? (smoking, drugs, alcohol, caffeine, venereal disease, German Measles, Rh factor, toxemia).
12. How can a severe strain on a mother's emotional health affect the fetus?
13. What causes miscarriage?

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: CHILD DEVELOPMENT

WRITING

STANDARD B - The student will organize objects and information with logical groupings and orders.

SKILL 20 - Organize information related to a single topic.

FLORIDA CURRICULUM FRAMEWORK

TARGET BASIC SKILLS AREAS

CONCEPTS/SUBCONCEPTS

2.0 Pregnancy
  2B. Prenatal Development

COMPETENCIES/TPO'S

Competency	Identifies in order the stages of physical development of the embryo and fetus.
T.P.O.	Given a list of the stages of the embryo and fetus, outline the physical development of each stage, with 90% accuracy according to teacher checksheet.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. In small groups, prepare a poster showing one stage of prenatal development; with each group covering a different stage so that the complete fetal development process is covered. Use textbooks, class references and Instructional Aids 2, 3, 4 and 5, Prenatal Development Diagrams.

Activity 3. In the sequence of prenatal development, groups will present their posters to the class and display them.

Activity 4. Draw pictures of the stages of prenatal development. Use textbooks, display charts, and other class references. Use Instructional Aid 6, or a similar format, to organize information on each stage, to compile a personal booklet on prenatal development.
*NOTE FOR TEACHERS: Each student will need nine copies of Instructional Aid 2 to complete this activity.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: CHILD DEVELOPMENT

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Answer the questions by placing the letter of the best response in the spa provided.

________ 1. Which step would occur first in the development of the embryo?

a. blood vessels develop
b. becomes implanted in the uterine wall
c. central nervous system develops

________ 2. What step would occur last in the development of the fetus?

a. arms, legs, grow longer
b. breathe on its own
c. fetal heartbeat

________ 3. Which step would occur first in fertilization?

a. sperm cell unites with egg
b. cells divide
c. ball of cells inbed in uterus

________ 4. Which is the last step in the reproductive process?

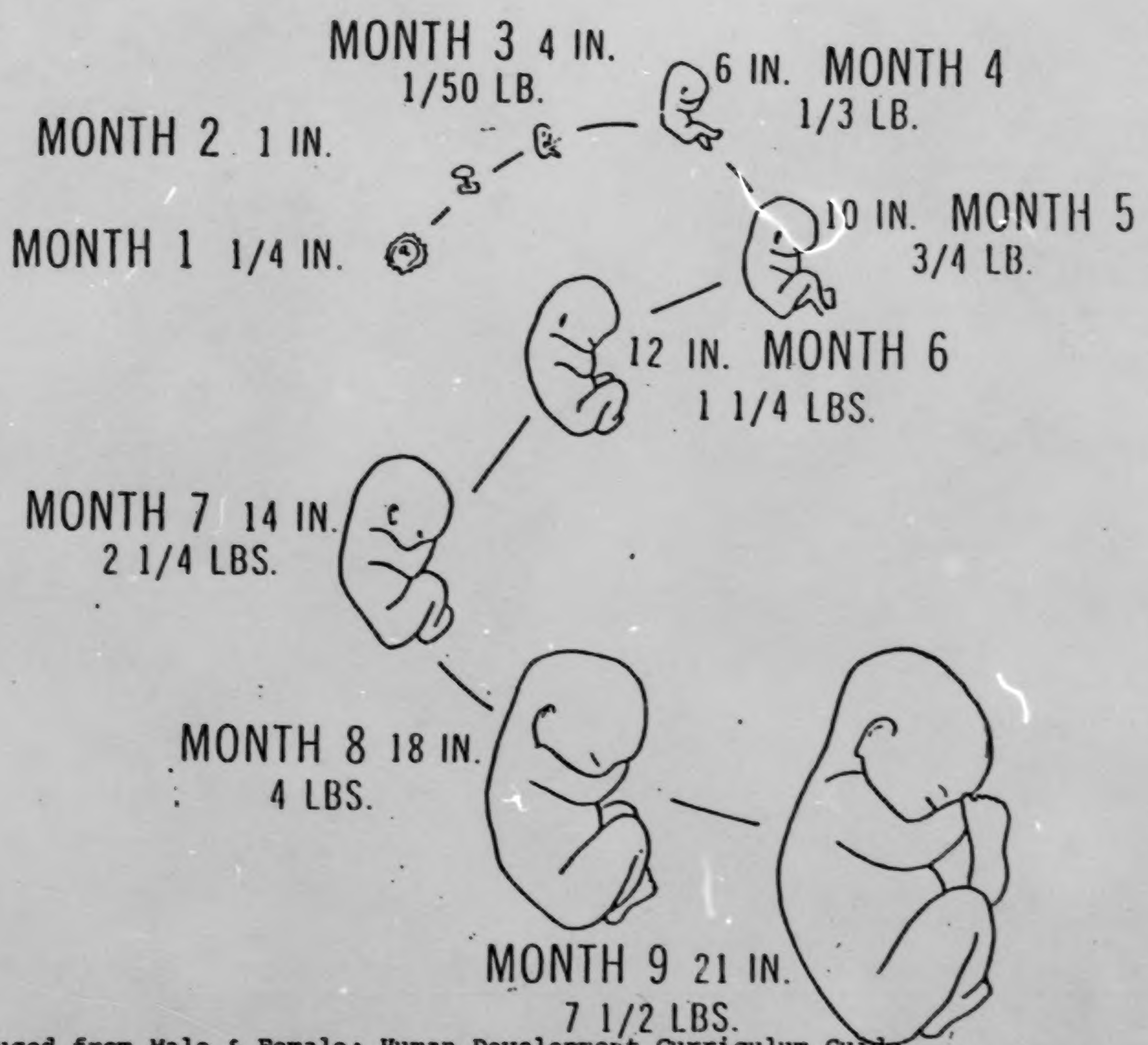
a. pregnancy
b. fertilization
c. birth

________ 5. Which of the following describes the first developmental stage of a baby?

a. fetus
b. zygote
c. embryo

COURSE: CHILD DEVELOPMENT

Instructional Aid 3. .Prenatal Development Diagrams*

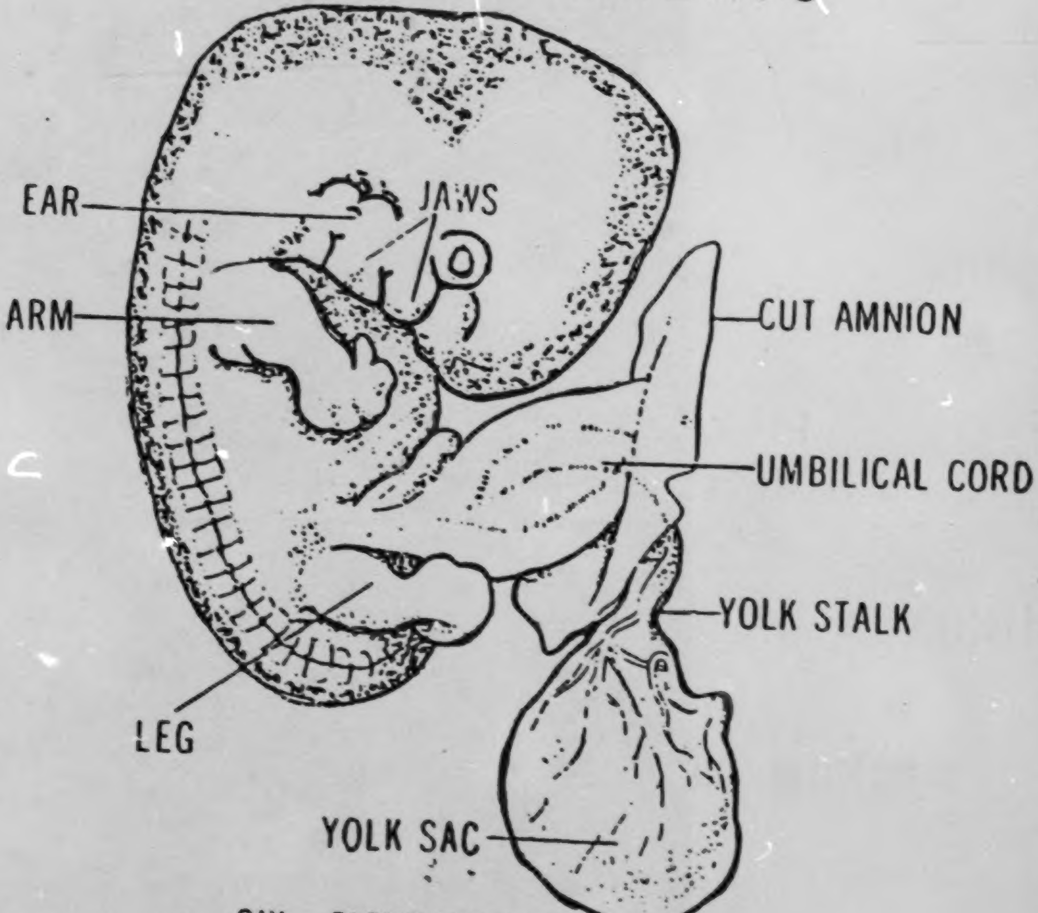

MONTH 1 1/4 IN.
MONTH 2 1 IN.
MONTH 3 4 IN.
1/50 LB.
6 IN. MONTH 4
1/3 LB.
10 IN. MONTH 5
3/4 LB.
12 IN. MONTH 6
1 1/4 LBS.
MONTH 7 14 IN.
2 1/4 LBS.
MONTH 8 18 IN.
4 LBS.
MONTH 9 21 IN.
7 1/2 LBS.

* Reproduced from Male & Female: Human Development Curriculum Guide

COURSE: CHILD DEVELOPMENT

Instructional Aid 3. Prenatal Development Diagrams*

THE HUMAN EMBRYO


EAR
JAWS
ARM
CUT AMNION
UMBILICAL CORD
YOLK STALK
LEG
YOLK SAC

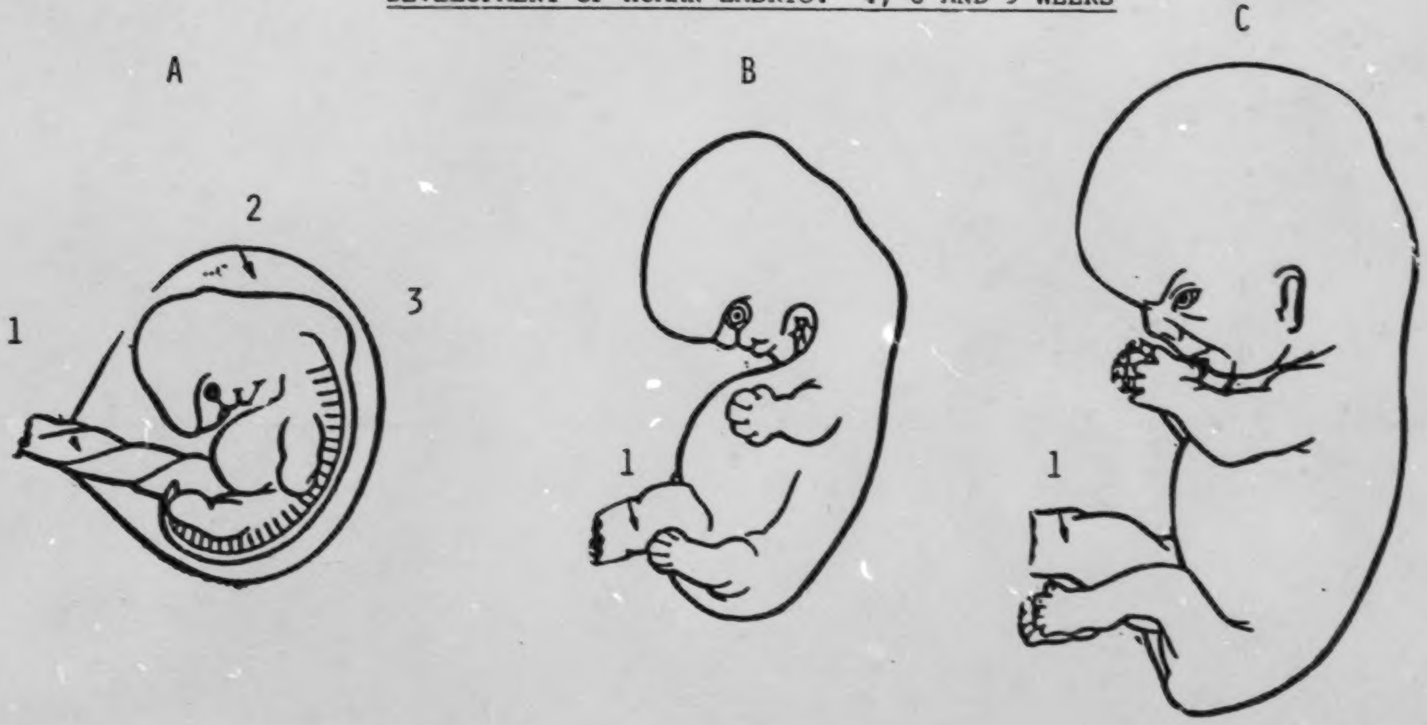
SIX - EIGHT WEEKS

*Reproduced from Male & Female: Human Development Curriculum Guide

COURSE: CHILD DEVELOPMENT

Instructional Aid 3. Prenatal Development Diagrams*

DEVELOPMENT OF HUMAN EMBRYO: 4, 6 AND 9 WEEKS



A. EMBRYO ABOUT 4 WEEKS B. EMBRYO, ABOUT 6 WEEKS C. EMBRYO, ABOUT 9 WEEKS

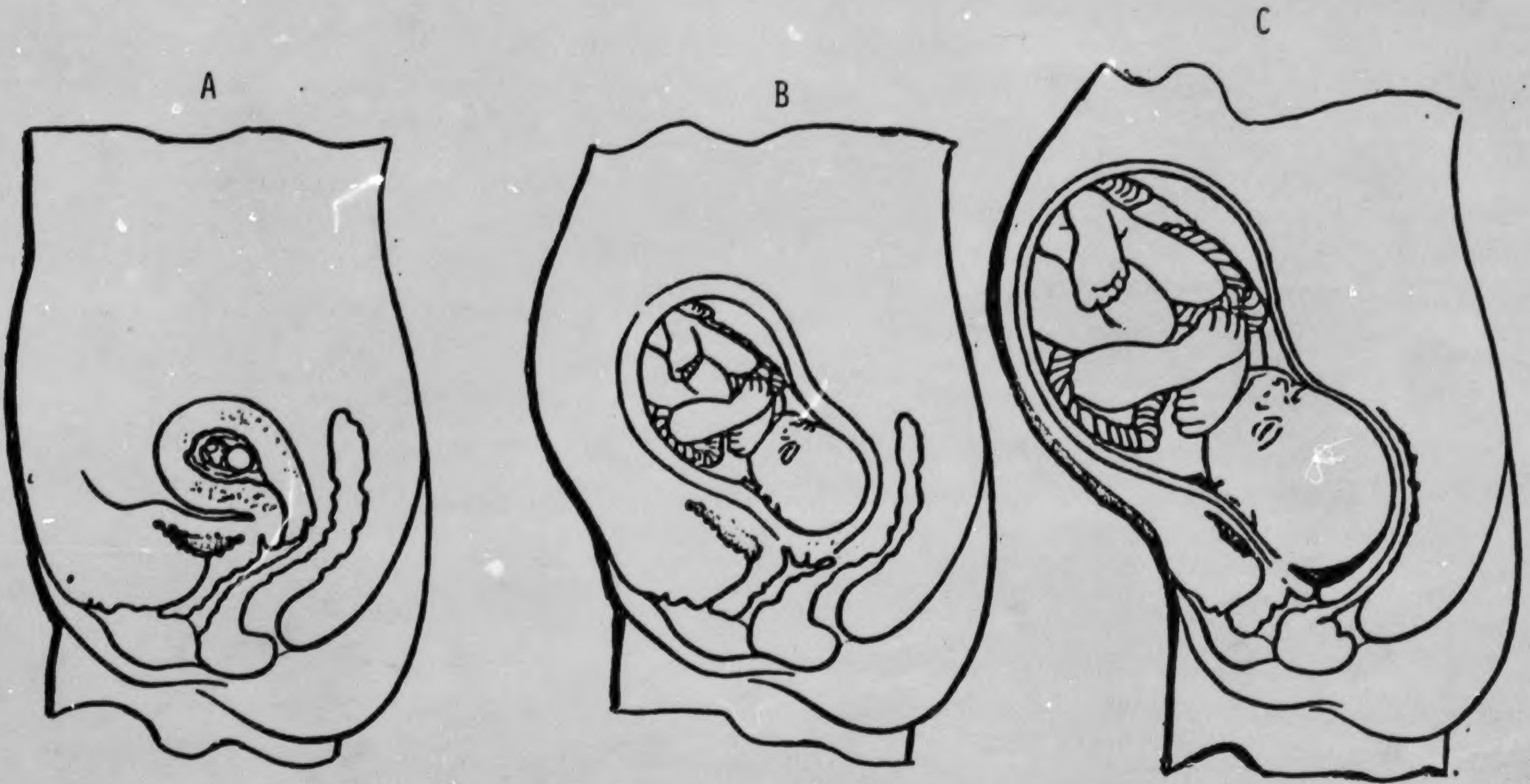
1. UMBILICAL CORD
2. AMNIOTIC CAVITY
3. CHORION

* Reproduced from Male & Female: Human Development Curriculum Guide

COURSE: CHILD DEVELOPMENT

Instructional Aid 3. Prenatal Development Diagrams*

HUMAN DEVELOPMENT: 9 WEEKS TO FULL TERM



A. EMBRYO ABOUT 9 WEEKS B. FETUS ABOUT 20 WEEKS C. FETUS, FULL TERM

---

* Reproduced from Male & Female: Human Development Curriculum Guide

COURSE: CHILD DEVELOPMENT

Instructional Aid 6. Stages of Prenatal Development Information Sheet

DIRECTIONS: Use this format to compile a booklet on the stages of prenatal development, Activity 2.

Draw picture of the stage of development in this space.

Approximate Age: ____________________

Approximate Length: __________________

Approximate Weight: __________________

Description of Development and Characteristics:

____

____

____

____

____

____

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: CHILD DEVELOPMENT

WRITING

STANDARD A - The student will compose grammatically correct sentences.

SKILL 12 - Write compound declarative sentences using appropriate English word order.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Pregnancy
  2E. Preparation for the Baby

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency — Writes grammatically correct sentences which reflect knowledge of the various roles of expectant parents in preparation of the newborn.

T.P.O. — Given an expectant family situation, write ten tasks which should be completed in preparation for the newborn, using correct sentence structure per checksheet.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Brainstorm tasks that need to be completed prior to the birth of the baby.

Activity 3. Students will write the tasks in complete sentences.

Activity 4. Divide into groups. Brainstorm any change in tasks required for a first child, a second or third child, or for twins or other multiple births. Write these variations in complete sentences on newsprint for display and presentation to the class.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: CHILD DEVELOPMENT

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Choose the sentence which is formed like the sentence in the box.

________ 1. If we do not plan for a baby, we may not be able to pay the bills.

a. The baby we planned for was born July 16, 1980.
b. Clothing, doctor bills, and furniture need to be planned for before the baby arrives.
c. Because the baby furniture was on sale, we saved money on the purchase.
d. Mary Smith, a mother I know, planned carefully for her baby.

________ 2. When you are ready to go to the hospital, I will drive you.

a. On the way we ran out of gas.
b. After you quit your job, the family income will be less.
c. My sister, Judy, just had a baby.
d. We need a crib, a good one, for the baby.

________ 3. The baby arrived on time.

a. I was in the doctor's office, so my friends went home.
b. The baby arrived early so the shower was postponed.
c. The photographer, Joan Miller, took beautiful pictures of the baby.
d. Dr. Quackenbush delivered the baby.

________ 4. The price on the stroller was the lowest that we could find.

a. The high chair was the best we could find.
b. I couldn't find a crib the first time, but I will try again.
c. Mother yelled at me about that dirty diaper.
d. The baby ate quickly, then went to sleep.

________ 5. The crib sheets were washed.

a. I was busy, so he answered the phone.
b. The diapers were folded.
c. The doctor's appointment after lunch was cancelled.
d. The babysitter arrived before we went to the game.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: CHILD DEVELOPMENT

WRITING

STANDARD D - The student will write for the purpose of supplying necessary information.

SKILL 33 - Include the necessary information when writing brief statements describing the steps of a process or event.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

3.0 Childbirth
  3A. Birth Process

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Writes statements describing the birth process.

T.P.O. Given the topic, "Birth Process" write and describe the steps of the birth process as it occurs with 80% accuracy according to a teacher checksheet.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. View a film on the birth process and take notes on each step. Use Instructional Aid 2, Steps to Look for in the Birth Process, as a guideline.

Activity 3. Organize notes and write statements describing the steps of the birth process.

Activity 4. Write a report on a specific complication that might occur during birth, using the Resource Center/Media Center. (Reports may be presented orally).

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: CHILD DEVELOPMENT

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: In the space provided, place the letter of the sentence in each group which does not belong with the other sentences?

_______ 1. SIGNS OF LABOR

a. Occasional painful contractions are felt.
b. The amniotic sac ruptures.
c. Morning sickness is a symptom.
d. Contractions get closer.

_______ 2. STAGES OF LABOR

a. The cervix begins to dilate.
b. The cervix widens to 4 inches.
c. Contractions occur every one to two minutes.
d. The baby cries.

_______ 3. METHODS OF CHILDBIRTH

a. A type of anesthetic may be given.
b. Labor lasts approximately 13 hours.
c. "Natural" childbirth may be used.
d. Caesarean section may be necessary.

_______ 4. BIRTH

a. The baby is held up by ankles.
b. The umbilical cord is clamped.
c. Labor is exhausting.
d. Silver nitrate is put into eyes.

_______ 5. CHARACTERISTICS OF THE NEWBORN

a. Skin in wrinkled and discolored.
b. Baby's footprints are taken.
c. There are soft spots on the baby's skull.
d. A baby usually has no teeth.

COURSE: CHILD DEVELOPMENT

Instructional Aid 2. "Steps to Look For in the Birth Process"

1. Labor
    - a. First Stage of Labor
    - b. Second Stage of Labor
    - c. Third Stage of Labor
2. Complications and Differences in Labor
3. Recovery

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: CHILD DEVELOPMENT

****
* WRITING *
* STANDARD E - The student will write letters *
* and messages. *
* SKILL 39 - Use a proper form when writing a *
* simple business letter. *
****

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

4.0 Baby's First Year
4A. Care

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Uses proper form to write business letters requesting information about care of a baby.

T.P.O. Given addresses of agencies and companies which offer information on baby care, use proper form to write a business letter to one agency or company requesting the information they offer, with 90% accuracy according to teacher checksheet.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Use handouts on Business Letter Format, Instructional Aid 2, and the Addresses of Agencies and Companies Offering Baby Care Information, Instructional Aid 3, to write a business letter requesting information from one agency or company.

Activity 3. Complete the Post-test (Instructional Aid 1).

COURSE: CHILD DEVELOPMENT

Instructional Aid 1. **Pretest/Post-test**

DIRECTIONS: Using the following letter form, answer questions below.

________1. On which line would the date be written?

a. 1 c. 3
b. 2 d. 4

________2. On which line would you sign your name?

a. 11 c. 13
b. 12 d. 14

________3. On which line would the body of the letter begin?

a. 7 c. 9
b. 8 d. 10

________4. On which lines would the agency's address be placed?

a. lines 1 and 2 c. lines 5 and 6
b. lines 4 and 5 d. lines 9 and 10

________5. On which line would you write your street address?

a. 1 c. 3
b. 2 d. 4

1. ____________________
2. ____________________
3. ____________________

____________________ 4.
____________________ 5.
____________________ 6.
____________________ 7.

8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________

13. ____________________
14. ____________________

124

123

COURSE: CHILD DEVELOPMENT

Instructional Aid 2. Business Letter Format

Your Street Address
Your City, State and Zip Code
Date

Name of Business You Are Writing
Street Address of Business
City, State and Zip of Business

Salutation:

Body of Letter

Closure,
Signature

COURSE: CHILD DEVELOPMENT

Instructional Aid 3. Addresses of Agencies and Companies Offering Baby Care Information.

Address	Information Offered
1. American Medical Association 535 North Dearborn Street Chicago, Illinois 60610	What To Do After Your Baby Comes, OP-353
2. Johnson & Johnson Consumer & Professional Services 501 George Street New Brunswick, New Jersey 08901	A Baby Is Born Newborn Baby Nutrition and Birth
3. Public Affairs Pamphlets Public Affairs Committee, Inc. 387 Park Avenue South New York, New York 10016	Breast Feeding, 3535 Your First Months With Your First Baby, 478 New New Baby, 357
4. U.S. Government Publications Superintendent of Documents U. S. Government Printing Office Washington, D.C. 20402	Infant Care, 017-091-00178-2 Your Baby's First Year, 017-091-00082-4

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: CHILD DEVELOPMENT

MATHEMATICS

STANDARD Q - The student will solve real-world problems involving whole numbers.

SKILL 116 - Solve real-world problems involving averages of no more than ten numbers and no more than two distinct operations.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

3.0 Childbirth
    3C. The Newborn Baby

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Determines averages related to the characteristics of the newborn baby.

T.P.O. Given a birth height/weight chart, compute boy/girl, height/weight averages with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Observe teacher demonstration on how to add and average heights and weights of a sample group of ten newborn babies.

Activity 3. Bring into class individual birth weight and height to write on a class chart.

Activity 4. Find average class birth weight and height.

Activity 5. Find the average heights and weights of the girls and average heights and weights of the boys in the class.

Activity 6. Complete the Post-test (Instructional Aid 1).

COURSE: CHILD DEVELOPMENT

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Using the information given below, answer the following multiple choice questions by writing the letter of the correct response in the space provided.

BIRTHS FOR JULY 14, 1981

	Weight	Sex	Height
Mary Jones	7 lbs. 9 oz.	F	19"
Kerry Anne Thomas	8 lbs. 2 oz.	F	19-3/4"
Joe Smith	10 lbs. 1 oz.	M	22-1/2"
Maria Garcia	6 lbs. 5 oz.	F	18"
Tamara Clark	5 lbs. 7 oz.	F	18-1/4"
Jack Stephens	7 lbs. 5 oz.	M	20-1/4"
Mark Walker	8 lbs. 8 oz.	M	21"

________ 1. What is the average weight of the female births for July 14, 1981?

a. 5 lbs. 6 oz.
b. 6 lbs. 5 oz.
c. 6 lbs. 7 oz.
d. 7 lbs. 6 oz.

________ 2. What is the average weight of the male births for July 14, 1981?

a. 8 lbs. 4 oz.
b. 8 lbs. 2 oz.
c. 7 lbs. 9 oz.
d. 7 lbs. 8 oz.

________ 3. What is the average height of the female born on July 14, 1981?

a. 18-1/2"
b. 18-3/4"
c. 18"
d. 19"

________ 4. What is the average height of the males born on July 14, 1981?

a. 20-3/4"
b. 20-1/4"
c. 21-1/4"
d. 21-3/4"

COURSE: CHILD DEVELOPMENT

Instructional Aid 1. Pretest/Post-test (continued)

________ 5. During July the following births per week were recorded:

1st week 27
2nd week 59
3rd week 33
4th week 29

What is the average weekly birth rate?

a. 27
b. 37
c. 36
d. 31

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: CHILD DEVELOPMENT

MATHEMATICS

STANDARD T - The student will solve measurement problems.

SKILL 140 - Determine the elapsed time between two events stated in seconds, minutes, hours, days, weeks, months or years.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

4.0 Baby's First Year
    4B. Physical Development
    4C. Intellectual Development
    4D. Social Development

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Determines elapsed time between birth and specific developmental tasks.

T.P.O. Given a case study of a baby, determine the age specific developmental tasks were accomplished with 80% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Use Instructional Aid 2, The Baby Book, to make your own baby book. Fill out the baby book forms with the average ages of developmental tasks (physical, social and intellectual).

Activity 3. If possible, bring in personal baby book or one of a family member. Otherwise, work with a classmate who brings in a baby book. On a sheet of paper, note the dates recorded in the book and note the significance of each date. Then compute the elapsed time between each date and the date of birth.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: CHILD DEVELOPMENT

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Answer the following multiple choice questions by writing the letter of the correct response in the space provided.

________ 1. Tommy White was born July 15, 1980. He cut his first tooth on December 27, 1980. How old was Tommy when he cut his first tooth?

a. 4 months 5 days
b. 6 months 13 days
c. 5 months 15 days
d. 5 months 12 days

________ 2. On January 18, 1981, he sat up for the first time. How old was he?

a. 6 months 3 days
b. 3 months 16 days
c. 5 months 20 days
d. 7 months 2 days

________ 3. On September 5, 1980, he ate baby food for the first time. How old was he?

a. 2 months
b. 1 month 20 days
c. 1 month 2 days
d. 2 months 20 days

________ 4. On February 15, 1981, Tommy crawled for the first time. How old was he?

a. 5 months 15 days
b. 6 months 20 days
c. 5 months
d. 7 months

________ 5. On June 24, 1981, Tommy walked for the first time. How old was he?

a. 11 months 9 days
b. 9 months 11 days
c. 12 months 1 day
d. 11 months 19 days

COURSE: CHILD DEVELOPMENT

Instructional Aid 2. Baby Book

DIRECTIONS: The following two pages can be reproduced for use as baby books for students to complete. Use the case study provided to fill in the information on each page.

Note that the purpose of the pages given concerning physical development is to provide the student with practice in the mathematical skill of determining elapsed time between events.

Each page can be folded in half and put together to form a booklet.

The blank sides of the pages can be filled in by the students to include a cover, baby pictures, family pictures or other information which normally makes up a baby book. Footprints can be made by pressing the side of your fist into a stamp pad and then onto the page. Toes are made with fingertips held tightly together. Additional pages can also be added to supplement other concepts being taught in this unit on Child Development, including immunizations, diseases, social development and intellectual development.

Instructional Aid 2. Baby Book
Page 1 Format

Baby's Name ______________________________

Date of Birth ______________________________

Place of Birth ______________________________

Weight ______________________________

Height ______________________________

Color of Eyes ______________________________

Color of Hair ______________________________

Distinguishing Characteristics __________

____

____

____

____

FAMILY TREE

__________	__________	__________	__________
Grandmother	Grandfather	Grandmother	Grandfather

__________	__________
Mother's Name	Father's Name

____
Baby's Name

(This page can be folded. Cover can be drawn by student on outside front. Family pictures can be drawn or glued on back).

Instructional Aid 2. Baby Book
Page 2 Format

PHYSICAL DEVELOPMENT OF BABY

Baby Rolled Over on ____________________
date
Baby's Age When First Rolled Over __________
age

Baby Sat Alone On ____________________
date
Baby's Age When Sitting Alone ____________
Age

Baby Crawled ____________________
date
Baby's Age ____________________
age

Baby Took First Steps ____________________
date
Baby's Age ____________________
age

Baby Ate Solid Foods on ____________________
date
Baby's Age ____________________
age

Baby Drank From A Cup On ____________________
date
Baby's Age ____________________
age

Baby Slept All Night On ____________________
date
Baby's Age ____________________
age

Baby Cut First Tooth On ____________________
date
Baby's Age ____________________
age

(Fold to make book. Pictures showing physical development can be drawn or glued on blank sides).

COURSE: CHILD DEVELOPMENT

ANSWER KEY

Page 3
Pretest/Post-test

1. c
2. b
3. c
4. a
5. d

Page 8
Pretest/Post-test

1. b
2. a
3. d
4. a
5. c

Page 11-13
Pretest/Post-test

1. b
2. c
3. a
4. c
5. b

Page 17
Pretest/Post-test

1. b
2. d
3. a
4. a
5. d

Page 21
Pretest/Post-test

1. d
2. a
3. c
4. c
5. a

Page 24
Female Reproductive System

1. fallopian tube
2. uterus
3. bladder
4. urethra
5. ovary
6. ureter
7. cervix
8. vagina

Page 25
Side View - Male Reproductive System

1. bladder
2. seminal vesicle
3. prostate
4. epididymis
5. scrotum
6. testicle
7. penis
8. urethra
9. vas deferens

Page 25
Front View - Male Reproductive System

1. bladder
2. seminal vesicle
3. urethra
4. penis
5. testicle
6. testicle
7. scrotum
8. epididymis
9. prostate
10. vas deferens

Page 27
Pretest/Post-test

1. c
2. b
3. d
4. c
5. b

Page 30
Pretest/Post-test

1. b
2. b
3. a
4. c
5. b

COURSE: CHILD DEVELOPMENT

ANSWER KEY (continued)

Page 37
Pretest/Post-test

1. c
2. b
3. d
4. a
5. b

Page 39
Pretest/Post-test

1. c
2. d
3. b
4. c
5. b

Page 42
Pretest/Post-test

1. c
2. d
3. b
4. c
5. a

Page 46
Pretest/Post-test

1. b
2. a
3. b
4. c
5. b

Page 49
Pretest/Post-test

1. d
2. a
3. b
4. d
5. a

COURSE: CHILD DEVELOPMENT

INSTRUCTIONAL RESOURCES

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Brisbane, Holly E. The Developing Child. Peoria, Illinois: Charles A. Bennett Co., Inc., 1980.

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COURSE: CHILD DEVELOPMENT

INSTRUCTIONAL RESOURCES (continued)

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TOOLS FOR INTEGRATING BASIC SKILLS INTO SELECTED ASPECTS OF THE CONSUMER AND HOMEMAKING PROGRAM

COURSE:

Family Living

- Reading, Writing, and Mathematics:
- Standards and Skills
- Concepts and Subconcepts
- Competencies and Terminal Performance Objectives
- Learning Activities and Instructional Aids
- Pretests and Post-tests
- Instructional Resources

INSTRUCTIONAL LEVELS

10-15

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY LIVING

READING

STANDARD A - The student will demonstrate knowledge of a basic vocabulary as determined by a specified word list.

SKILL 2 - Identify the meanings of frequently used words presented in context.

FLORIDA CURRICULUM FRAMEWORK		TARGET BASIC SKILLS AREAS
CONCEPTS/SUBCONCEPTS		COMPETENCIES/TPO'S
1.0 Self-Understanding 1A. Basic Needs 1B. Values, goals and decision making 1C. Personality and Character Development	Competency	Comprehends basic vocabulary related to self-understanding.
	T.P.O.	Given the vocabulary related to self-understanding in context, associate each word with its definition, with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Given a reading from a text or another source on self-understanding, and a list of vocabulary words (chosen from the reading by the teacher), read the selection, find the words in the selection, and define each word as it applies to the reading selection.

Activity 3. Working in small groups, develop an activity for practice in spelling and defining the Vocabulary List in Self-Understanding, Instructional Aid 2. The vocabulary words from Activity 2 may also be used.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY LIVING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Read each sentence below. In each sentence one word is underlined. Select the best definition for the underlined word as it applies to the sentence. Write the letter of that definition in the space provided.

________ 1. Steve is responsible for his own behavior. In this sentence, responsible means:

a. obliged or expected to account for
b. trustworthy
c. quick-witted
d. responding readily without hesitation

________ 2. The first step in the decision-making process is to identify the problem. In this sentence, identify means:

a. to connect closely or link
b. to waste or spend
c. recognize as being
d. to form a notch or a recess

________ 3. The teacher is sensitive to the needs of the students. In this sentence, sensitive means:

a. sensory
b. seeing, tasting, smelling, touching, hearing
c. having good judgment
d. receives impressions readily

________ 4. Jill can make decisions on her own in spite of the peer pressure. In this sentence, pressure means:

a. a compelling force or influence
b. the continued action of a weight
c. force per unit of an area
d. a state of trouble or strain

COURSE: FAMILY LIVING

Instructional Aid 1. Pretest/Post-test (continued)

________ 5. Marvin really likes Barbara even though he doesn't share her interest in photography. In this sentence, interest means:

a. money paid for the use of money
b. a feeling of wanting to take part in
c. prejudiced
d. a group of people having the same business

COURSE: FAMILY LIVING

Instructional Aid 2. Vocabulary List on Self-Understanding

1. ability
2. acceptance
3. adjustment
4. adolescent
5. attitude
6. character
7. cohesiveness
8. communication
9. compromise
10. conflict
11. conformity
12. cooperation
13. decision
14. dominant
15. environment
16. esteem
17. expectations
18. extrinsic values
19. extrovert
20. fulfillment
21. goals
22. habit
23. identity
24. influence
25. intrinsic values
26. introvert
27. options
28. peers
29. personality
30. rapport
31. relationship
32. responsibility
33. roles
34. self-acceptance
35. self-actualization
36. self-concept
37. standards
38. stereotype
39. values

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY LIVING

READING

STANDARD A - The student will demonstrate knowledge of a basic vocabulary as determined by a specific word list.

SKILL 2 - Identify the meanings of frequently used words presented in context.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Adolescent Concerns
  2B. Pregnancy
  2C. Social Diseases
  2D. Drug Abuse and Alcohol
  2E. Smoking

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Comprehends basic vocabulary related to adolescent concerns.
T.P.O.	Given the vocabulary related to adolescent concerns, in context, associate each word with its definition with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. In a class discussion, list on the board possible meanings for each word in a teacher selected list of vocabulary words from a text reading on Adolescent Concerns.
*NOTE FOR TEACHER: Be prepared to discuss a variety of interpretations of vocabulary words.

Activity 3. Read the selected reading on Adolescent Concerns. Write all sentences in which the vocabulary words listed on the board in Activity 2 appear. In small groups, compare definitions on board with ideas about word meanings as they appear in the sentences. Use dictionaries to confirm correct definitions for each word.

LEARNING ACTIVITIES (continued)

Activity 4. In two or more teams, use vocabulary words from Activity 2, and words in the Vocabulary Related to Adolescent Concerns, Instructional Aid 2, to play a word meaning game. The teacher will call out a word. The first team to find the word used in a sentence in a text or reference book receives 1 point. If that team can then tell what the word means as it appears in the sentence, they receive 2 additional points. If the team finding the word cannot define it correctly, then another team will have the opportunity to earn 2 points by defining it.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY LIVING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Read each sentence below. In each sentence, one word is underlined. Select the best definition for the underlined word as it applies to the sentence. Write the letter of that definition in the space provided.

________ 1. The IUD is a form of contraception.

a. completely different
b. prevention of conception
c. an agreement between two or more persons
d. a shortened word

________ 2. The course about human reproduction includes information about genes and heredity.

a. the sexual process which produces offspring
b. finding fault with
c. extreme dislike
d. expressing a desire for

________ 3. Gonorrhea in men is the most frequent cause of sterility.

a. a reproductive organ
b. a form of venereal disease
c. a careless mistake
d. a deep narrow passage

________ 4. Puberty is usually reached between the ages of nine and twenty.

a. a community of people
b. a form of venereal disease
c. short and fat
d. becoming capable of sexual reproduction

________ 5. Current studies indicate that asbestos is a carcinogen.

a. the dead body of an animal
b. a type of alcohol
c. a cancer-causing substance
d. pertaining to the heart

COURSE: FAMILY LIVING

Instructional Aid 2. Vocabulary Related to Adolescent Concerns

1. abortion
2. adoption
3. alcoholic
4. allowance
5. carcinogen
6. cesarean section
7. chancre
8. cheating
9. circumcision
10. cocaine
11. communication
12. compulsive drinker
13. conception
14. condom
15. contraception
16. depressants
17. diaphragm
18. drug abuse
19. family planning
20. gonorrhea
21. halfway houses
22. hallucinogens
23. hashish
24. heredity
25. heroin
26. intimacy
27. LSD
28. marijuana
29. miscarriage
30. narcotic
31. nicotine
32. physical dependence
33. prejudice
34. promiscuous
35. puberty
36. reproduction
37. runaways
38. shoplifting
39. sniffing
40. stimulants
41. suicide
42. syphilis
43. toxic
44. venereal disease

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY LIVING

READING
STANDARD E - The student will demonstrate evaluative comprehension skills.
SKILL 23 - Distinguish between facts and opinions in a paragraph.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Adolescent Concerns
  2B. Pregnancy
  2C. Social Diseases
  2D. Drug Abuse and Alcohol
  2E. Smoking

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Recognizes adolescent concerns and opinions and how these affect the individual, family and peer group.

T.P.O. Given readings about the adolescent concerns of pregnancy, social diseases, smoking and drug abuse and alcohol, distinguish between facts and opinions related to each of these concerns according to teacher specified criteria.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Read Facts and Opinions About Syphilis, Instructional Aid 2, or a teacher selected reading which deals with an adolescent concern being studied. Individually or as a group, determine which sentences are facts and which are opinions. As a group, compare your selections. Discuss how emotions can affect your ability to distinguish between fact and opinion.

Activity 3. Bring in articles pertaining to the adolescent concerns being studied. Read an article, then, using your own paper, list in one column all the facts stated and in another column all the opinions stated in the article. Discuss lists in groups or in a class discussion.
*NOTE FOR TEACHER: Provide some magazines, newspapers, pamphlets, etc. as needed.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY LIVING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Read each paragraph and answer the questions. Write the correct letter in the space provided.

________ 1. The United States is experiencing an epidemic of venereal disease. The majority of people contracting VD are between the ages of 15 and 24 and a new case occurs every 12 seconds. Some people think that VD is spread by water, food, toilet seats, doorknobs or drinking fountains. However, this is not the case. People get VD by having direct sexual contact with someone who already has the disease. Every time a person has sexual contact without knowing the health of the other person, they are running the risk of getting VD.

According to the selection, which sentence is an OPINION?

a. VD is reaching epidemic proportions in the United States.
b. The only way that a person can get VD is by having sexual contact with someone who already has it.
c. Young adults are the main victims of VD.
d. A person can get VD from toilet seats, doorknobs, or drinking fountains.

________ 2. Many people take drugs because of a negative self-concept. They feel hopeless, helpless and inadequate. Using drugs seems to make them feel more mature and independent. Actually, drug use reinforces poor self-concepts. Instead of facing up to and solving their problems, they avoid the problems through drug use.

According to the selection, which sentence is an OPINION?

a. Many people take drugs.
b. They feel helpless, hopeless or inadequate.
c. Using drugs makes them more mature and independent.
d. Actually, drug use reinforces poor self-concepts.

COURSE: FAMILY LIVING

Instructional Aid 1. Pretest/Post-test (continued)

________ 3. Nicotine is thought to be one of the most powerful poisons known. It causes cancer in many forms, although lung cancer is the most common cancer related to smoking. Many people think that nicotine is dangerous as an addicting drug. Smoking also triples a person's risk of heart attack.

According to the selection, which sentence is a FACT?

a. Nicotine is one of the most powerful poisons known.
b. Lung cancer is the most common cancer related to smoking.
c. Nicotine is dangerous as an addicting drug.
d. all of the above

________ 4. Some say that sex was made to create new human beings. Most people feel that the marriage relationship best insures that the responsibilities of parenthood will be met. It is felt that having a child is an important part of the process of forming your own family.

Which sentence from the selection is an OPINION?

a. The marriage relationship best insures that the responsibilities of parenthood will be met.
b. Having a child is an important part of the process of forming your own family.
c. Sex was made to create new human beings.
d. All of the above.

COURSE: FAMILY LIVING

Instructional Aid 2. Facts and Opinions About Syphilis

DIRECTIONS: Read the following sentences about syphilis. Determine which sentences are facts and which are opinions. Write the word FACT in the blank if the sentence is a fact, and OPINION if the sentence is an opinion.

________ 1. Syphilis is caused by a corkscrew-like organism called a spirochete.

________ 2. This germ is caught from the infected person at the point of contact, usually through intercourse.

________ 3. People with syphilis should not be allowed in public places.

________ 4. Every hospital should have a special quarantine area for people with syphilis.

________ 5. Syphilis is diagnosed by the Wasserman or Kahn blood test.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY LIVING

READING

STANDARD A - The student will demonstrate knowledge of a basic vocabulary as determined by a specified word list.

SKILL 2 - Identify the meanings of frequently used words presented in context.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

3.0 Relationships
  3A. Peer groups
  3B. Parents
  3C. Siblings
  3D. Significant Others
  3E. Extended Families
  3F. Communication Skills

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Comprehends basic vocabulary related to relationships.

T.P.O. Given vocabulary related to relationships associate each word with its literal definition with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Using the Vocabulary List for Relationships, Instructional Aid 2, with any additional words added by the teacher, read an assigned selection on relationships from the text or other source. As words from the list are found during reading, write them on a separate sheet of paper and write a definition based on how the word is used in the reading. Later, in a class discussion, review each word found and determine the correct definition for each.

Activity 3. Students will use the Vocabulary List for Relationships, Instructional Aid 2, or one given by the teacher to create individual find-a-word (word search) puzzles. Dictionaries or glossaries may be used to find and list definitions of the words given.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY LIVING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Choose the best definition for each underlined word. Write the letter of the definition in the space provided.

________ 1. An important part of marriage is the trust and companionship found in the relationship.

a. valuable
b. leave without fear
c. to establish in advance
d. to have faith in another

________ 2. Sibling rivalry can become a problem if any of the siblings are possessive.

a. a desire to control or dominate
b. a representation or description
c. a place or location
d. admitting of no doubt

________ 3. Most modern homes are built to accommodate the nuclear family rather than the extended family.

a. powered by atomic energy
b. a social unit composed of mother, father and children
c. pay by cash rather than credit
d. the ability to endure

________ 4. An important aspect of love is involvement in the welfare of others.

a. receiving public financial aid because of hardship or need
b. an indiscreet act or remark
c. health, happiness and prosperity
d. a friendly person

________ 5. Popularity is a concern of many adolescents.

a. being widely admired
b. population
c. senseless talk
d. containing many people

COURSE: FAMILY LIVING

Instructional Aid 2. Vocabulary List for Relationships

1. conflict
2. resolution
3. independent
4. friendship
5. peers
6. individuality
7. extended family
8. adolescence
9. membership
10. honest
11. status
12. reveal
13. benefit
14. aggressive
15. responses
16. interdependent
17. acquaintance
18. rejection
19. possessive
20. identity
21. responsibility
22. leadership
23. clique
24. rapport
25. respect
26. welfare
27. assertive
28. dependent
29. intimate
30. friend
31. acceptance
32. nuclear family
33. companionship
34. conformity
35. trust
36. popularity
37. accept
38. sharing

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY LIVING

READING
STANDARD D - The student will demonstrate inferential comprehension skills.
SKILL 20 - Identify the cause or effect implied in a paragraph.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

- 3.0 Relationships
  - 3A. Peer Groups
  - 3B. Parents
  - 3C. Siblings
  - 3D. Significant Others
  - 3E. Extended Family

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Comprehends the cause and effect that actions have on interpersonal relationships.
T.P.O.	Given a reading of a specific interpersonal relationship situation, identify and describe at least two effects that an individual's behavior would have on the outcome, according to teacher set criteria.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Read case studies in Consider Cause and Effect, Instructional Aid 2, as a basis for class discussion.

Activity 3. Complete worksheet, What I Think, Instructional Aid 3. Discuss views in small groups.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY LIVING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Read the paragraphs. Answer the questions by writing the letter of the best response in the space provided.

Misbehavior is one way in which children will try to get their parent's attention. Susie learned early in life that the surest way to get her mother's attention was to be naughty. Doing the wrong thing got much more action and attention than doing the right thing. When she got into school she would draw attention from teachers and parents by getting into trouble. Susie's need for affection and attention leads her to actions which are self-defeating.

________ 1. Which statement best tells the cause and effect of the action?

a. Doing something wrong is going to get you into trouble.
b. Self-defeating actions will always get you attention.
c. Many children feel that the only way they can get attention from parents and teachers is by misbehaving.
d. Susie was constantly naughty because she was never taught appropriate behavior.

Family lifestyles have changed so much that there may seem to be no work and no place for the aged. Today there are smaller families and lighter housekeeping chores. Many of the jobs that were done by the elderly in the past no longer exist. Thus, without important family work to do, a grandparent may feel like an intruder or outsider.

________ 2. Which statement best tells the cause and effect of the action?

a. There is so little that a grandparent can do that there is no place for them in the family.
b. Today, because of smaller families and lighter housekeeping, grandparents feel like outsiders in the family.
c. Because many of the jobs that were done by the elderly in the past no longer exist today, there are lighter housekeeping chores.
d. There are smaller families today because of less chores for grandparents to do.

COURSE: FAMILY LIVING

Instructional Aid 1. Pretest/Post-test (continued)

Acceptance by your family is easy to get and is expected. However, acceptance by a group is harder to get. You must earn the respect of your peers. Parents may forgive or excuse you for wrong behavior. However, peers usually judge you more harshly and put pressure on you. Approval is so important that you may even change old habits in order to be accepted by this group of peers.

________ 3. Which statement best tells the cause and effect of the action?

a. Because acceptance by peer groups is so important, a person may change in order to be accepted.
b. To be accepted by your family, you may want to change.
c. Peers judge you harshly if you change habits just to fit into a group.
d. Earning the respect of your peers also earns you the respect of your family.

COURSE: FAMILY LIVING

Instructional Aid 2. Consider Cause and Effect

DIRECTIONS: Read the set of case studies below and analyze each situation.

1. List the possible outcomes for the situations.
2. List reasons for the outcome.
3. List ways to prevent the situation.
4. List ways to handle the situation once it has occurred.

1. The night before the homecoming game, Calvin, the team quarterback, went with his friends to a pre-game party. Everyone else at the party wanted to decorate the other school's gym with spray paint. Calvin knew he should go home and get a good night's sleep, but he wanted to be part of the gang so he went along. Being the most athletic member of the group, Calvin was encouraged to climb the fence. Just as he finished painting an obscene word on the gym, the police arrived and his friends took off without him.

2. Jim is a sixteen-year-old boy who has just run away from home. He couldn't take his parents nagging him anymore. His parents didn't like the hours he kept, the friends he had and especially his girlfriend. They were always hassling him about his grades. He felt like they didn't even want him around.

3. Kris had just finished cheerleader practice and started walking home. She was very tired and was looking forward to having a nice, cool shower as soon as possible. Suddenly a car stopped to offer her a lift home. She knows the boys from school but she's not good friends with them. They have a reputation for speeding, reckless driving, and irresponsible behavior. She hesitates, but because it's so hot and home seems so far away, she decides to accept a ride home. As soon as she's in the car, the boys head in the opposite direction. They tell her they'll take her home the long way so they can enjoy the ride.

4. All the other kids at the party were drinking beer and smoking pot when Carla arrived. Since she wanted to impress Steve, she joined them. The next morning she was sick to her stomach and really didn't remember much about the party. At school, on Monday, Steve ignored Carla.

COURSE: FAMILY LIVING

Instructional Aid 3. What I Think

DIRECTIONS: Write your own views about the cause and effect implied in each statement.

1. Steve was caught leaving a drugstore with several pieces of jewelry in his pocket.

Cause: ____________________

Effect: ____________________

2. Roy stole the stop sign at a busy intersection.

Cause: ____________________

Effect: ____________________

3. Jan slashed her boyfriend's tires when he broke up with her.

Cause: ____________________

Effect: ____________________

4. Mac has had too many drinks and insists on driving home.

Cause: ____________________

Effect: ____________________

5. Tina and Jane stole the chemistry teacher's keys.

Cause: ____________________

Effect: ____________________

6. Gene wants to go out with Greta Saturday. She knows he's a very popular boy in school and very good looking, but he's also a reckless driver and a show off.

Cause: ____________________

Effect: ____________________

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY LIVING

READING

STANDARD F - The student will demonstrate the appropriate skills for obtaining information.

SKILL 29 - Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers.

FLORIDA CURRICULUM FRAMEWORK	TARGET BASIC SKILLS AREAS	
CONCEPTS/SUBCONCEPTS		COMPETENCIES/TPO'S
5.0 Preparation for Marriage 5G. Weddings/Honeymoons	Competency	Identifies sources of information needed when preparing for marriage.
	T.P.O.	Given appropriate resources, plan a mock wedding, and list and describe all steps involved leading to making wedding arrangements, according to teacher criteria.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Working in small groups which are assigned specific aspects of planning a wedding, identify the sources of information and compile a summary of information on assigned areas. Use Instructional Aid 2, the Worksheet on Wedding Planning, to list sources and compile the summary.

Activity 3. Working in the same groups, use the completed worksheets and sources of information to prepare a visual suitable for presentation to the class.
*NOTE FOR TEACHER: These activities can be expanded to include a mock wedding.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY LIVING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Read the paragraphs. Write the letter of the correct response in the space provided.

________ 1. Joan is planning to hire a caterer to cater her wedding reception. She would like to find one that is not too expensive. Her best source of information would be:

a. encyclopedia
b. atlas
c. yellow pages
d. newspaper

________ 2. Sue is on a limited budget for planning her wedding. She would like to buy a wedding dress on sale if possible. She should check a (an):

a. newspaper
b. almanac
c. sears catalog
d. telephone directory

________ 3. John and Mary are planning to drive to North Carolina for their honeymoon. They would like to take the most scenic route, so I recommended they check a (an):

a. encyclopedia
b. telephone directory
c. atlas
d. dictionary

________ 4. Steve and Jan need to go to the health department for their blood test. How would they locate the one closest to them?

a. newspaper
b. telephone directory
c. encyclopedia
d. atlas

________ 5. Jan wants a wedding dress which is in the style of the Victorian era. Where could she obtain information on this style?

a. telephone directory
b. almanac
c. encyclopedia
d. newspaper

COURSE: FAMILY LIVING

Instructional Aid 2. Worksheet on Wedding Planning

DIRECTIONS: In Column II, list possible sources of information on each topic, and in Column III write the details found.

I LIST OF TOPICS (1 or 2 assigned per group)	II SOURCES OF INFORMATION	III SUMMARY OF INFORMATION FOUND (include all pertinent details such as costs, sizes, dates, locations, descriptions)
Printed Invitations		
Flowers		
Photographs		
Church		
Reception Location		
Caterer and Cake		
Bridal and Attendants' Attire		
Groom's and Ushers' Attire		
Wedding Customs & Traditions (Ceremony & Reception)		
Honeymoon Trip		
Other		

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY LIVING

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*                     READING                    *
* STANDARD C - The student will demonstrate      *
*              literal comprehension skills.     *
*   SKILL 13 - Answer "who", "what", "where",    *
*              "when", "which", and "how" ques-  *
*              tions about sentences or          *
*              paragraphs.                       *
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FLORIDA CURRICULUM FRAMEWORK		TARGET BASIC SKILLS AREAS
CONCEPTS/SUBCONCEPTS		COMPETENCIES/TPO'S
8.0 Management of Home and Family 8C. Consumer Decisions and Goals	Competency	Identifies specific information in reading selections concerning consumer decisions and goals.
	T.P.O.	Given readings related to consumer decisions and goals, identify who, what, where, when, which and how information in the selections as specified by the teacher.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Complete the Worksheet in Finding Consumer Information, Instructional Aid 2. Bring in advertisements from magazines or newspapers written in complete sentences or paragraphs and use for additional practice with worksheet.

Activity 3. As a supplementary activity, if available, complete the activities in Module 20 in Reading for Survival in Today's Society, Volume II.
*NOTE FOR TEACHERS: See Instructional Resources.

Activity 4. Complete the Post-test (Instructional Aid 1).

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COURSE: FAMILY LIVING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Read the paragraph. Write the letter of the correct response in the space provided.

Jim and Sandy Johnston are planning to buy a new stereo. They have decided to purchase it on credit at Dart's Department Store. They realize that the total cost of the stereo will be higher for using credit. But the enjoyment of having the stereo now rather than having to wait is worth the extra cost to Jim and Sandy. Their payments will be $38.00 per month, which includes interest, sales tax, and a two-year service contract.

________ 1. What are the Johnston's purchasing?

a. television
b. stereo
c. service
d. sternum

________ 2. How will they pay for their purchase?

a. cash
b. check
c. credit
d. stamps

________ 3. Where did they purchase it?

a. at a department store
b. at an appliance store
c. at an electronics store
d. at a furniture store

________ 4. When will the Johnston's pay for the stereo?

a. at the store
b. monthly
c. weekly
d. 2 years

Instructional Aid 1. Pretest/Post-test (continued)

________ 5. What does each payment of $38.00 include?

a. sales tax and insurance
b. sales tax, insurance and a service contract
c. interest, insurance and a service contract
d. sales tax, interest and a service contract

COURSE: FAMILY LIVING

Instructional Aid 2. Worksheet in Finding Consumer Information

In making consumer decisions, it is important to be informed about products and services. One way to learn about products and compare them is by reading advertisements. Read the following advertisement and then answer the questions below. Bring in additional advertisements from newspapers or magazines, and use similar questions to compile information.

ADVERTISEMENT

Benson's Electronics is offering 20% off on the New Vision 25-inch (diagonal) color television. This week only you can purchase the TV of the future at a price of the past. For only $625.00 you will get 30% more picture sharpness, four speakers, separate amplifiers, and a remote control unit. This model comes in a simulated oak finish. Come in to Benson's Electronics, 1145 West Avenue, from 10 a.m. to 10 p.m. any day this week. We accept cash and local checks.

DIRECTIONS: Answer the following "who", "what", "where", "when", "which", and "how" questions about the advertisement.

1. Who was advertising the product? ____________________

2. What kind of product was advertised? ____________________

3. Where is the company/store located? ____________________

4. When is the product available? (hours store is open) ____________________

5. Which product was offered? (description) ____________________

6. How could one pay for the product? ____________________

7. What is the cost of the product? ____________________

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY LIVING

WRITING
STANDARD C - The student will write a paragraph expressing ideas clearly.
SKILL 25 - Write a paragraph by giving information in support of one topic.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

1.0 Self-Understanding
  - 1A. Basic Needs
  - 1B. Values, goals and decision making.
  - 1C. Personality and Character Development
  - 1D. Self-Concept and Esteem

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Writes about how basic needs, values and goals affect personality, character development and self-concept.

T.P.O. Given a list of personal needs, values and goals, write a paragraph prioritizing five basic needs, values and goals. Must meet teacher set criteria.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Using Instructional Aid 2, Twenty Things I Love To Do, list the twenty things you love to do most. This list can include anything - large or small. After completing your list, analyze each item using the codes at the bottom of the page and check the appropriate boxes on the chart. After completing the worksheet, write "I learned...." statements, i.e., "I learned that many things I do cost money". Analyze charts to discover some individual patterns. Follow-up with a class discussion.
*NOTE FOR TEACHER: Demonstrate your list on the board as encouragement for students.

Activity 3. Identify persons or relationships that seem to help increase self-esteem and those that decrease self-esteem. Note the differences on a piece of paper and then brainstorm with classmates what could be done to change a relationship in which self-esteem is decreased.

LEARNING ACTIVITIES (continued)

Activity 4. Fill out the worksheets Goals, Instructional Aid 3. Follow-up with a class discussion. Brainstorm ways to achieve some of the goals that individuals have set for themselves.

Activity 5. Use the completed Goals worksheets as a basis for writing a paragraph on personal goals.

Activity 6. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY LIVING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Answer the question posed in each test question by writing the letter of the correct response in the space provided.

________ 1. People can get their esteem met in various ways. George feels worthwhile when he scores well on the basketball team. Marsha feels respected when she makes the honor roll. Tom gets good feelings when he gives a successful party. John's work at the children's hospital makes him feel that he has made a contribution. In these and other ways, people make their special contributions which earn the respect and esteem of others.

According to the story, which sentence does not support the topic?

a. People can get esteem needs met in various ways.
b. People need to feel that they have a special contribution to make.
c. The need for esteem is the need to feel worthwhile and respected.
d. Many people live their lives very well without ever getting much praise for their efforts.

________ 2. All people have a need for love, affection and belonging. They need friendships and a sense of belonging to groups such as families, communities or friendship groups. Everyone needs to be accepted and loved for the unique person that they are.

According to the story, which sentence does not support the topic?

a. Everyone has a need for love and acceptance.
b. Belonging to a group is important to peer acceptance.
c. Families provide a sense of belonging.
d. Everyone needs to be accepted for the person that he/she is.

Instructional Aid 1. Pretest/Post-test (continued)

________ 3. The most important step in learning decision-making skills is to understand and clarify your values. Once you have identified your values, you can set goals and objectives and make the decisions that are most satisfying to you. In order to understand or clarify your values, you must examine them.

Which sentence does not support the topic?

a. Decision-making skills depend on personal preference.
b. It is important to understand and clarify your values.
c. Goals and objectives lead to satisfactory results.
d. Examining your values helps you to clarify them.

________ 4. Each person is unique in appearance, experiences, goals, thoughts and ideas. The combination of qualities that you have are unlike that of any other person. These qualities make up your basic worth as a person and as a human being. This unique core of your personality is a center of strength and growth which is called "self". It belongs only to you. No one else on earth is the same as you are.

Which sentence does not support the topic?

a. The qualities you have are unlike that of any other person.
b. Selfishness is not a desirable quality.
c. Your unique self stems from the ways you differ from other people.
d. Your unique personality is a center for strength and growth.

________ 5. One of the most important roles in your life is the sex role, which is what it means to be a boy or a girl or a man or woman. Sex roles are learned in the family. Children learn what is appropriate for their sex in many ways. How you interpret what you learned about sex roles influences your self-concept as well as how you relate to other people.

Which sentence does not support the topic?

a. Cooperation is learned in the family.
b. The sex role is an important role in life.
c. Sex roles are learned in the family.
d. Sex roles have an influence on your self-concept.

COURSE: FAMILY LIVING

Instructional Aid 2. Twenty Things I Love To Do

DIRECTIONS: List twenty things you love to do. After completing the list, analyze each item using the codes at the bottom of the page and check the appropriate boxes on the chart.

	BF	&	A	R	I	M	F	5	H	S
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										

COURSE: FAMILY LIVING

Instructional Aid 2. Twenty Things I Love To Do (continued)

	BF	&	A	R	I	M	F	5	H	S
17.										
18.										
19.										
20.										

BF = You would share with your best friend
& = Costs money
A = You do it alone
R = Involves risk
I = Involves intimacy
M = Your mother would approve
F = Your father would approve
5 = Would do five years from now
H = You spend four or more hours a week doing it
S = Something you would like to share with a loved one.

COURSE: FAMILY LIVING

Instructional Aid 3. Goals

Goals are something you want to accomplish for yourself. The first step in goal setting is to identify the areas in which you have the greatest need and desire to excel. These are the areas that really interest you. Goals can be long-term (more than six months) or short-term (less than six months). List below your six most important goals and describe each as specifically as possible. Place an S next to those that are short-term.

1.

2.

3.

4.

5.

6.

From the above list, choose your three most important goals and indicate how long you have wanted them.

1.

2.

3.

Fear and lack of confidence come from the unknown. When you know your goal, you discover what obstacles stand in your way and you can plan how you will overcome or go around each obstacle. The unknown is minimized by your doing this and confidence can develop. List below the major obstacles to each goal listed above.

1.

2.

3.

Instructional Aid 3. Goals

4.

5.

6.

Now list solutions or ways to avoid each obstacle. When you see that a roadblock to reaching your goal has a simple solution, your confidence will increase. If you feel that an obstacle does not have any solution, go back and reevaluate your goal. It may be unrealistic for you at this time and you may want to postpone it until a future date.

Solutions:

1.

2.

3.

4.

5.

6.

When you are excited about achieving a goal, you feel encouraged to take action. To stimulate your desire to achieve your goal, list below the personal rewards you will receive when you reach your goal. Imagining that you have these rewards will help to motivate you further.

1.

2.

3.

4.

5.

6.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY LIVING

WRITING
STANDARD E - The student will write letters and messages.
SKILL 39 - Use a proper form when writing a simple business letter.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Adolescent Concerns
  2B. Pregnancy
  2C. Social Diseases
  2D. Drug Abuse and Alcohol
  2E. Smoking

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Uses proper form when writing letters related to adolescent concerns.
T.P.O.	Given the addresses of agencies offering information about specific adolescent concerns, write a simple business letter to one of the agencies requesting the information offered. Letter must meet guidelines for standard format.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Refer to a sample format provided on the chalkboard, on a transparency or in a book to review the parts of a business letter with the teacher directing the review.

Activity 3. Use the Sample Format provided in Instructional Aid 2 to practice writing a simple business letter.

Activity 4. Use proper form to actually write a simple business letter to a company or a government agency about a specific adolescent concern. A letter to the editor of a local newspaper about an adolescent concern could also be written in proper business form.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY LIVING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Using the format given below and the information given, answer the following multiple choice questions by writing the letter of the correct response in the space provided.

FORMAT

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. Gentlemen: ______________________

8. ____

____

9. ______________________________

10. ______________________________

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COURSE: FAMILY LIVING

Instructional Aid 1. Pretest/Post-test (continued)

INFORMATION: A letter is being written to the Consumer Information Center, Pueblo, Colorado, 81009, to request a copy of the free publication, "Tranquilizers: Use, Abuse and Dependency", Number 673H.

________ 1. Your address should appear on which line?

a. 1 c. 6
b. 2 d. 10

________ 2. Consumer Information Center should appear on which line?

a. 1 c. 6
b. 4 d. 10

________ 3. Your signature should appear on which line?

a. 1 c. 9
b. 2 d. 10

________ 4. Where will the title of the publication be written?

a. 5 c. 8
b. 6 d. 9

________ 5. The date the letter is written should appear on which line?

a. 1 c. 6
b. 3 d. 8

COURSE: FAMILY LIVING

Instructional Aid 2. Sample Format

DIRECTIONS: Write a letter to the Consumer Information Center, Pueblo, Colorado, 81009. You are writing to request the free publication, "Tranquilizers: Use, Abuse and Dependency", Number 673H.

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

7. Gentlemen: ________________________________

8. Please send ____

9. ____

10. ____

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY LIVING

WRITING

STANDARD E - The student will write letters and messages.

SKILL 41 - Write a letter of request, adjustment, complaint, application, or opinion, which contains necessary and accurate information.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Adolescent Concerns
  - 2B. Pregnancy
  - 2C. Social Diseases
  - 2D. Drug Abuse and Alcohol
  - 2E. Smoking

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Writes letters related to adolescent concerns.
T.P.O.	Given a specific adolescent concern and a list of resources and agencies, write a letter requesting specific information on that concern using a commonly accepted format, which contains necessary and accurate information. Teacher set criteria must be met.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Students will refer to a sample format provided on the chalkboard, on a transparency or in a book to fill in blank spaces on a sample letter distributed to each, Instructional Aid 2, Practice Letter of Request.

Activity 3. Participate in a class discussion about the information that should and should not appear in a letter of request. List items on the board in two columns.

Activity 4. Each student will select a specific adolescent concern and then write a letter to an agency requesting information on that concern. Teacher will provide a list of publications and agencies from which to choose.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY LIVING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Read the information given, then determine which letter best supplies the necessary information. Write the letter of the correct response in the space provided.

________ 1. Judy wants to order the pamphlet, "When the Baby's Life Is So Much Your Own", Number 525H, from the Consumer Information Catalog. There is no charge.

a. Gentlemen:
Please send me any information on babies that you have.

b. Gentlemen:
My husband and I are so excited about having a baby we don't know what to do. Please send me the pamphlet When The Baby's Life Is So Much Your Own.

c. Gentlemen:
Please send me pamphlet number 525H entitled "When The Baby's Life Is So Much Your Own".

d. Gentlemen:
I want pamphlet number 525H. Please send it right away.

________ 2. John wants to order the pamphlet on Acne, number 589, from the Consumer Information Catalog. The cost is 25¢.

a. Gentlemen:
Please send me the pamphlet on Acne right away. I really need it.

b. Gentlemen:
Please send me the pamphlet "Acne", number 589. I am enclosing 25¢.

c. Gentlemen:
I have to do a report for my class and need for you to send me some information.

d. Gentlemen:
Please send me pamphlet number 589.

COURSE: FAMILY LIVING

Instructional Aid 2. Practice Letter of Request

DIRECTIONS: Use the space provided below to practice writing a letter of request to the Family Living Center, 1100 Oak Street, Springfield, Florida 32323. Request the free booklet, titled Teenage Smoking, Catalog number F54.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY LIVING

WRITING
STANDARD G - The student will spell correctly.
SKILL 60 - Spell commonly used "survival" words.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

8.0 Management of the Home and Family
- 8A. Time
- 8B. Money
- 8C. Consumer Decisions and Goals
- 8E. Community Resources

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Spells terminology related to the management of home and family.

T.P.O. Given definitions of commonly used consumer and survival words, identify and spell correctly the word related to each definition, with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. In small groups, make a list of as many "survival words" related to Home Management as possible in five minutes. Compile lists on blackboard. Textbooks or other resources in Home Management may be used for reference.

Activity 3. From compiled list, each student may select any twenty words to use in constructing a crossword puzzle. Use dictionary definitions for clues.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY LIVING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Choose the correctly spelled word which fits the blank in each sentence. Write the letter of that word in the space provided.

________ 1. Anything you can use to help with what you are doing can be called a ________.

a. rezorse
b. resource
c. resourse
d. resorce

________ 2. In order to make sound consumer ________ you need to know what to buy and where to look for information.

a. decisions
b. decizons
c. disisions
d. decitions

________ 3. A marketplace ________ means that people can sell anything, if they can find buyers.

a. ecomomy
b. ecanamy
c. ekonomy
d. economy

________ 4. Each year in the United States alone, teenagers spend fifty billion ________.

a. dallors
b. dollers
c. dollars
d. dallers

________ 5. Mass ________ is based on the idea that work goes faster when many people do just one task on each item being made.

a. produksion
b. production
c. prodution
d. producion

________ 6. The most basic of needs is the need for ________.

a. shelter
b. shellter
c. shilter
d. chelter

Instructional Aid 1. Pretest/Post-test (continued)

________ 7. A large percentage of __________ happen in the home.

a. axidents
b. aksidents
c. acidents
d. accidents

________ 8. One reason people like having __________ space is that it gives them a feeling of belonging.

a. personnal
b. personal
c. personnel
d. personel

________ 9. Caring for a growing baby requires a good deal of planning for health and __________.

a. safty
b. safey
c. safety
d. safely

________10. Care should be taken to __________ fire.

a. pervent
b. prevint
c. prevend
d. prevent

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY LIVING

MATHEMATICS
STANDARD R - The student will solve real-world problems involving fractions, decimals and percents.
SKILL 121 - Solve real-world problems involving decimals or percents and one or two distinct operations.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Adolescent Concerns
    2F. Financial Problems

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Solves real-world problems related to the adolescent concern of financial problems.
T.P.O.	Given a series of adolescent financial problems, solve each with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Complete Financial Worksheet, Instructional Aid 2.

Activity 3. Review the Financial Worksheet in small groups or with class.

Activity 4. As a class, brainstorm some of the financial problems common to teenagers.

Activity 5. In groups, make up a case study to demonstrate a financial problem common to adolescents. Work out a solution and share findings with the class.

Activity 6. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY LIVING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Solve each problem and write the letter of the correct answer in the spa[illegible] provided.

________ 1. How much will Rhonda save if she buys a one year subscription to TEEN MONTHLY MAGAZINE for $7.50 instead of buying the magazine at the newsstand for $1.25 each month.

a. $2.50
b. $5.00
c. $7.50
d. $15.00

________ 2. Donald works part time at a service station, 25 hours per week. He gets paid $4.25 an hour. What is his weekly income after $23.84 is deducted?

a. $82.25
b. $82.41
c. $83.15
d. $93.41

________ 3. Bonnie is saving $30.00 each week from her paycheck to buy a stereo which costs $480.00. How many weeks will she need to save enough for the stereo?

a. 14
b. 15
c. 16
d. 17

________ 4. Joe gives his parents 30% of his weekly wages to help pay household expenses. How much of Joe's $92.50 goes to his parents?

a. $27.75
b. $29.50
c. $30.83
d. $31.83

________ 5. Eliza wants to go backpacking with her friends this summer. Her parents have given her $75.00 to help pay for the equipment she needs to buy. If she needs to purchase a pack and frame costing $77.95, a parka for $34.99, a sleeping bag costing $68.50, and hiking boots costing $59.00, how much of her own money will she have to spend for equipment?

a. $165.44
b. $179.54
c. $204.42
d. $240.44

COURSE: FAMILY LIVING

Instructional Aid 1. Pretest/Post-test (continued)

________ 6. Peg, Chris and Sam want to have a Valentine's Day Party and share the costs equally. Drinks cost $24.75, food costs $43.62 and decorations cost $8.88. How much will they each have to pay for the party?

a. $20.25
b. $24.75
c. $25.15
d. $25.75

COURSE: FAMILY LIVING

Instructional Aid 2. Financial Worksheet

DIRECTIONS: Read the information below and solve the four problems using the information given. Work out problems on the right side of the paper and write the answers in the space provided.

Emily is 18 years old and is a senior in high school. She works part time in a fast food restaurant. Half of her salary is going into a savings account. She plans to buy a car before she begins commuting to the community college in September.

1. Emily's net hourly wage (after deductions) is $3.75. She works 30 hours every week. What is her total weekly paycheck?

   ____

2. If she saves half of her pay, then how much will she deposit in her bank each week?

   ____

3. She has $1,412.50 saved for a car. If the car she wants to buy costs $2,200.00, how much more does she need to save?

   ____

4. In how many weeks will Emily have saved enough to buy a car costing $2,200.00?

   ____

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY LIVING

MATHEMATICS

STANDARD T - The student will solve measurement problems.

SKILL 140 - Determine the elapsed time between two events stated in seconds, minutes, hours, days, weeks, months or years.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

8.0 Management of Home and Family
  8A. Time

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Determines elapsed time as it relates to time management in the home.

T.P.O. Given a case study of several time management problems, organize a schedule illustrating the most efficient use of time and energy and determine the elapsed time between each event. Calculations must be done with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Listen to and participate in class discussion and practice session on how to determine elapsed time in seconds, minutes, hours, days, weeks, months and years.

Activity 3. Students will conduct time management studies and will compute and compare elapsed times necessary to complete given tasks.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY LIVING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Answer the following multiple choice questions by writing the letter of the correct response in the space provided.

________ 1. John puts a roast in the oven at 5:37 p.m. If the roast will be ready at 7:15, how many hours and minutes will it cook?

a. 1 hour, 35 minutes
b. 1 hour, 30 minutes
c. 1 hour, 38 minutes
d. 1 hour, 41 minutes

________ 2. Mary began washing windows on March 30 and was interrupted. She wasn't able to finish the job until April 14th. How many days went by before the job was finished?

a. 15 days
b. 20 days
c. 16 days
d. 19 days

________ 3. The Burtons began making monthly payments on their new car in September, 1981 and will make the final payment in April, 1984. How many months and years will it take to pay off their auto loan?

a. 2 years, 4 months
b. 2 years, 8 months
c. 3 years, 8 months
d. 3 years, 9 months

________ 4. If Terry began painting at 8:45 a.m. and finished at 12:27 p.m., how long did it take to paint the room?

a. 2 hours, 18 minutes
b. 3 hours, 18 minutes
c. 3 hours, 42 minutes
d. 4 hours, 42 minutes

________ 5. The Kaplan's began running their air conditioner on June 14. They did not turn it off until September 22. How long did the air conditioner run?

a. 3 months, 6 days
b. 3 months, 1 week, 1 day
c. 4 months, 1 week, 1 day
d. 4 months, 2 weeks, 1 day

COURSE: FAMILY LIVING

ANSWER KEY

Page 59
Pretest/Post-test

1. a
2. c
3. d
4. a
5. b

Page 64
Pretest/Post-test

1. b
2. a
3. b
4. d
5. c

Page 67
Pretest/Post-test

1. d
2. c
3. d
4. b

Page 69
Facts and Opinions About Syphilis

1. fact
2. fact
3. opinion
4. opinion
5. fact

Page 71
Pretest/Post-test

1. d
2. a
3. b
4. c
5. a

Page 74
Pretest/Post-test

1. c
2. b
3. a

Page 79
Pretest/Post-test

1. c.
2. a
3. c
4. b
5. c

Page 82
Pretest/Post-test

1. b
2. c
3. a
4. b
5. d

Page 84
Worksheet in Finding Consumer Information

1. Benson's Electronics
2. Color television
3. 1145 West Avenue
4. 10 a.m. to 10 p.m., this week
5. New Vision, 25 inch, with remote control, four speakers, simulated oak
6. cash or local check
7. $625.00

Page 87
Pretest/Post-test

1. d
2. b
3. a
4. b
5. a

Page 94
Pretest/Post-test

1. a
2. b
3. d
4. c
5. b

COURSE: FAMILY LIVING

ANSWER KEY (Continued)

Page 98
Pretest/Post-test

1. c
2. b

Page 101
Pretest/Post-test

1. b
2. a
3. d
4. c
5. b
6. a
7. d
8. b
9. c
10. d

Page 104
Pretest/Post-test

1. c
2. b
3. c
4. a
5. a
6. d

Page 106
Financial Worksheet

1. $112.50
2. $ 56.25
3. $787.50
4. 14

Page 108
Pretest/Post-test

1. c
2. a
3. b
4. c
5. b

COURSE: FAMILY LIVING

INSTRUCTIONAL RESOURCES

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COURSE: FAMILY LIVING

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Hoover, Helene M. and Kenneth H. Hoover. Concepts & Methodologies In The Family. Boston, Massachusetts: Allyn & Bacon, Inc., 1979.

Prager, Henry J. Teaching Consumer Education Today. Portland, Maine: J. Weston Walsh, 1978.

Riker, Audrey Palen and Charles Riker. Me, Understanding Myself & Others. Peoria, Illinois: Bennett Co., Inc., 1977.

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TOOLS FOR INTEGRATING BASIC SKILLS INTO SELECTED ASPECTS OF THE CONSUMER AND HOMEMAKING PROGRAM

COURSE:

Textiles and Clothing

* Reading, Writing, and Mathematics:
* Standards and Skills
* Concepts and Subconcepts
* Competencies and Terminal Performance Objectives
* Learning Activities and Instructional Aids
* Pretests and Post-tests
* Instructional Resources

INSTRUCTIONAL LEVELS

10-15

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: TEXTILES AND CLOTHING

READING

STANDARD A - The student will demonstrate knowledge of basic vocabulary as determined by a specified word list.

SKILL 2 - Identify the meaning of frequently used words presented in context.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Commercial Pattern
  2B. Use of instruction sheet and pattern envelope.

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Identify word meanings from commercial patterns using specific context clues.

T.P.O. Given a sample guidesheet with underlined sewing terms and a list of definitions, select the appropriate definition for each with 80% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Working in small groups, complete the Guide Sheet Exercise (Instructional Aid 2), by defining the underlined terms according to the context in which they are used.

Activity 3. Compare group definitions of the Guide Sheet Exercise (Instructional Aid 2), with teacher definitions.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: TEXTILES AND CLOTHING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Determine the best definition for the underlined word from the way it is used in each sentence below. Write the letter of the correct response in the space provided.

________ 1. When Ann finished sewing her seam, the teacher told her to trim 1/4" from the edge.

a. to cut
b. to decorate
c. to have a neat appearance
d. a part of a door

________ 2. Leslie purchased a napped fabric for her blouse.

a. one way design
b. raised surface on fabric
c. short sleep
d. bag used for camping

________ 3. The teacher told Mike to baste his seams.

a. to coat with liquid
b. to sew with long loose stitches
c. to sew with a short stitch
d. to use tracing wheel and paper

________ 4. A 2-inch hem was allowed in the skirt.

a. waistband
b. male
c. the finished bottom edge of a garment
d. seam

________ 5. Mrs. Jones required the class to use a fusible interfacing for the construction of their collars.

a. a v-shaped section in the seam
b. a steam iron
c. a fabric that lies between 2 other fabrics.
d. a special sewing

Instructional Aid 2. Guide Sheet Exercise

GUIDE SHEET

DIRECTIONS: Using the information from pattern guide sheet provided below (or guide sheet provided by teacher), find and underline the terms listed on page 118, Word List. Then define each term as it is used in the sample guide sheet, using textbook or dictionary if necessary.

Before you begin to sew:

Select pattern in correct size.
Select fabric, interfacing, thread, zipper and seam tape.
Fit and alter pattern, if necessary; prepare fabric for cutting.
Pin pattern on fabric and cut; transfer pattern markings in best way for type of fabric.
Preshrink zipper if necessary.
Check sewing machine stitch and tension adjustment on sample of fabric.

UNIT I:

Stay-stitch front neck edge.
Baste interfacing to front neck edge. Trim interfacing 5/8" at shoulder seam.
Trim interfacing 3/8" from neck edge.
Stitch front darts. (Baste and fit if unsure of fit). Trim excess material and press open.

UNIT II:

Stay-stitch back neck edge.
Attach interfacing as for front.
Stitch back darts, press towards center back.
Stitch center back seam to notch. Machine baste seam up to neckline.
Apply neckline type zipper, using lapped method.
Stitch shoulder seams. Press open.

UNIT III:

Stitch neck facing seams together. Turn outside edge under 1/4", stitch.
Baste neck facing to jumper. Stitch, trim seams, clip curve.
Understitch neck seam by turning all seam allowances toward facing and top stitching close to seam through seam allowances.
Turn facing to inside, baste neck edge, press. Tack facing to shoulder seams.
Turn in and hem back edge of facing along zipper.

Instructional Aid 2. Guide Sheet Exercise (continued)

UNIT IV:

Stitch armhole shoulder facing seams together. Press open. Turn outside edge under 1/4", stitch.
Baste facing to armhole, stitch. Trim seam, clip curve.
Understitch armhole facing. Baste armhole edge, press.
Stitch seam sides of jumper and press seams open. Slip-stitch the facing to jumper.

UNIT V:

Mark correct hem length, trim to even width. Stitch seam tape to hem and slip-stitch to inside of jumper.

COURSE: TEXTILES AND CLOTHING

Instructional Aid 2. Guide Sheet Exercise/Word List

1. fit
2. alter
3. preshrink
4. stay-stitch
5. baste
6. trim
7. darts
8. notch
9. machine baste
10. lapped method
11. facing
12. clip
13. seam allowance
14. top stitching
15. tack
16. hem
17. understitch
18. armhole
19. slip-stitch
20. seam tape

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: TEXTILES AND CLOTHING

READING

STANDARD C - The student will demonstrate literal comprehension skills.
SKILL 13 - Answer "who", "what", "where", "when", "which" and "how" questions about sentences or paragraphs.

FLORIDA CURRICULUM FRAMEWORK CONCEPTS/SUBCONCEPTS	TARGET BASIC SKILLS AREAS COMPETENCIES/TPO'S	
2.0 Commercial Pattern 2B. Use of instruction sheet and pattern envelope.	Competency	Locate information necessary for garment construction.
	T.P.O.	Given a series of statements pertaining to steps in garment construction, the student will answer the questions: who, what, where, when, which and how the information may be found with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Read Sewing Directions (Instructional Aid 2), and answer the who, what, where, which and how questions about the directions.

Activity 3. On 3x5 cards, write who, what, where, when, which and how questions from information on pattern envelope and guide sheet to be used in a Tic-Tac-Toe game. Write answers on back of cards. Play game according to directions found in Instructional Aid 3, TIC TAC TOE Game.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: TEXTILES AND CLOTHING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Read the paragraph. Answer the questions by writing the letter of the best response in the space provided.

Fabrics may be bought in different widths. To determine the amount of yardage required to make your garment, check the back of the pattern envelope for pattern size and fabric width. The most common fabric widths are 36", 45", 54" and 60" wide.

________ 1. Where do you find yardage information?

a. guide sheet
b. front of pattern envelope
c. back of pattern envelope
d. a and c

________ 2. What are the four most common fabric widths?

a. 36, 45, 55, 60
b. 36, 45, 60
c. 36, 45, 54, 60
d. 36, 46, 54, 60

________ 3. What is available in different widths?

a. pattern envelope
b. fabrics
c. yardage
d. pattern

________ 4. Why do you check the back of the pattern envelope?

a. to determine fabric yardage
b. to buy fabric
c. to check fabric width
d. to make your garment

________ 5. What do you check on the pattern envelope to determine fabric yardage?

a. pattern envelope and pattern size
b. guide sheet and fabric width
c. pattern size and fabric width
d. pattern size and body measurements

COURSE: TEXTILES AND CLOTHING

Instructional Aid 2. Sewing Directions

DIRECTIONS: Read the "Sewing Directions" and answer the questions which follow with short answers.

SEWING DIRECTIONS:

1. READ INSTRUCTIONS printed on each pattern piece as you work.
2. WORK IN UNITS according to the sewing directions found on the guide sheets.
3. STAY-STITCHING is a line of regular machine-stitching (in one thickness of fabric) on, or close to, the seam line within the seam allowance. It prevents stretching. Stitch with the grain. STAY-STITCHING will be shown only the first time a section or unit of garment is illustrated in the instructions.
4. SEAM ALLOWANCE is 5/8" unless otherwise stated.
5. TO JOIN SEAMS, match notches with the same numbers, 1 to 1, 2 to 2, etc.
6. STITCHING DIRECTIONS are shown by arrows on the printed seam lines. Press each seam before it is joined to another. Press in the same direction as it was stitched.

* NOTE: For machine basting, use the longest machine stitch.

QUESTIONS:

1. What is the seam allowance?
2. How should you work?
3. What stitch should be used for stay-stitching?
4. Why should stay-stitching be done?
5. How should seams be joined?
6. When should each seam be pressed?
7. Which stitch should be used for machine-basting?
8. Where are some sewing instructions printed?
9. What symbol shows the stitching directions?
10. Which direction should the seam be pressed?

COURSE: TEXTILES AND CLOTHING

Instructional Aid 3. TIC TAC TOE Game

DIRECTIONS FOR TIC TAC TOE GAME: Divide class into 2 teams: X's and O's.

STEP A: Team X, Player #1 asks a question.
STEP B: Team O, Player #1 answers the question.
STEP C: Team X, Player #2 states whether the answer given was True or False. If the response of True or False is correct, Team X gets the point and place an X on the TIC TAC TOE diagram. If response of True or False is incorrect, Team O gets the point and places an O on the TIC TAC TOE diagram.

Team O, Player #2 repeats Step A.
Team X, Player #3 repeats Step B.
Team O, Player #3 repeats Step C., and so on, until one team TIC TAC TOE's.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: TEXTILES AND CLOTHING

READING
STANDARD C - The student will demonstrate inferential comprehension skills.
SKILL 14 - Identify the order of events in a paragraph.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Commercial Pattern
    2B. Use of instruction sheet and pattern envelope.

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Interpret and use the directions in the guidesheet of a pattern.

T.P.O. Given a pattern guidesheet, students will read and arrange steps for a garment in the correct order with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Working in small groups, make a "Guide Sheet Puzzle" by cutting a sample guide sheet so that the steps are out of sequence. Exchange the "Guide Sheet Puzzles" with another group and complete their puzzle.
*NOTE FOR TEACHERS: Prior to distributing the sample guide sheets to the students, the step numbers should be blacked out on the sample guide sheets and guide sheets should be mounted on tag board, newsprint or other material.

Activity 3. Present completed puzzles to the entire group for discussion and explanation of the order chosen.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: TEXTILES AND CLOTHING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Read each short story about Zelda and answer each question by writing the letter of the correct response in the space provided.

________ 1. Zelda wants to make a dress. First she should select the pattern, choose the view, determine the fabric yardage and select her sewing notions.

Which sentence below has the facts in the same order as the story?

a. Zelda should select fabric, purchase the pattern and sewing notions.
b. The steps for making a dress are:
choose a pattern and view, compute yardage and choose sewing notions.
c. Choose the view, determine the fabric yardage and select her sewing notions.
d. a and b.

________ 2. Zelda is ready to lay out her pattern. First, she selects the needed pattern pieces, pins pattern pieces to fabric, cuts pattern out, and transfers the markings.

Which statement has the facts in the same order as the story?

a. Zelda pins her pattern, cuts and marks the pieces.
b. Zelda chooses her pattern pieces, pins and cuts the fabric.
c. Zelda selected her pattern pieces, pinned the pattern to the fabric, cut out the pieces and marked each piece.
d. Zelda selected her pattern pieces, pins the pieces to the fabric and marks each piece.

________ 3. Zelda is ready to sew her pants together. First, she removes her pattern piece from the fabric, places right sides of the fabric together and pin baste.

Which statement has the facts in the same order as the story?

a. Zelda pins her fabric together, removes the pattern pieces, and sews seams together.
b. Zelda sews her pants with right sides together.
c. Zelda removes the pins from the pattern pieces, and sews seams together.
d. Zelda places right sides of the fabric together and pin bastes.

COURSE: TEXTILES AND CLOTHING

Instructional Aid 1. Pretest/Post-test (continued)

________ 4. Zelda is going to sew the seam in her pants. She has pin basted the seam and starts to stitch in the direction of the grain.

According to the story, which statement has the facts in the right order?

a. Baste, pin and directional stitching.
b. Pin baste, machine baste and directional stitching.
c. Machine baste and stitch.
d. Pin baste and directional stitching.

________ 5. Zelda needs to press the seams open at this time. She has stitched the seam and now has the material wrong side up on the ironing board. Using a press cloth to protect material, she steams the seam open.

Which of the following statements has the facts in the same order as the story?

a. Stitched seam, using press cloth pressed seam to right.
b. Stitched seam, using press cloth pressed seam to left.
c. Stitched seam, pressed seam open.
d. Stitched seam, using press cloth seam open.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: TEXTILES AND CLOTHING

READING
STANDARD C - The student will demonstrate inferential comprehension skills.
SKILL 16 - Follow written directions.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Commercial Pattern
  2B. Use of instruction sheet and pattern envelope.

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency: Comprehends basic instructions on a pattern.

T.P.O.: Given written instructions for applying a particular sewing task (zipper, dart, pattern layout), the student will complete task according to teacher set criteria.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Complete at least two of the samples below following written teacher or commercial instructions: (teacher may include additional choices).
- lapped zipper
- neck facing
- hem
- patch pocket
- collar
- machine worked buttonhole
- set-in sleeve

Activity 3. Complete the Post-test (Instructional Aid 1).

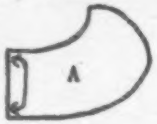
COURSE: TEXTILES AND CLOTHING

Instructional Aid 1. Pretest/Post-test

_______ 1. Read the pattern layout directions below. Write in the space provided, the number of the diagram choice that clearly shows all these directions.

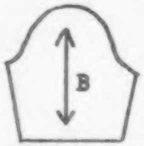
PATTERN LAYOUT DIRECTIONS

Place A on the fold



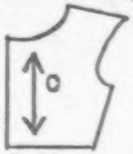
Collar

Place B on the straight grain



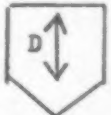
Sleeve

Place C on the straight grain



Bodice

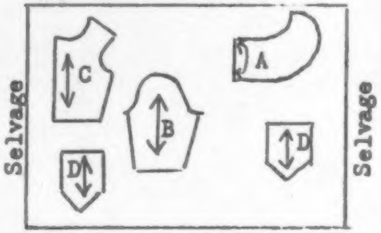
Place D on the fabric two times



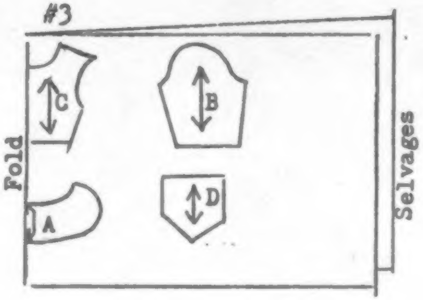
Pocket

DIAGRAM CHOICES

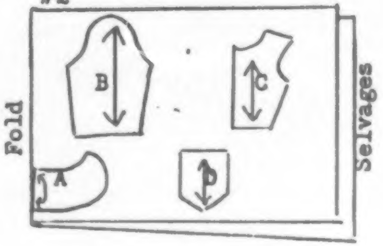
#1


C
A
B
D
D
Selvage
Selvage

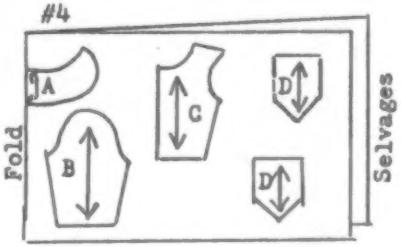
#3


C
B
A
D
Fold
Selvages

#2


B
C
A
D
Fold
Selvages

#4

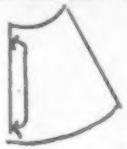

A
C
D
B
D
Fold
Selvages

280

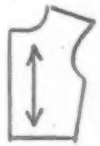
________ 2. Read the pattern layout directions below. Write in the space provided, the number of the diagram choice that clearly shows all these directions.

PATTERN LAYOUT DIRECTIONS

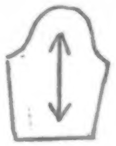
Place A on the fold



Place B on the straight grain



Place C parallel to the selvage



Place D on a single layer of fabric

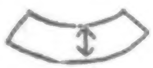
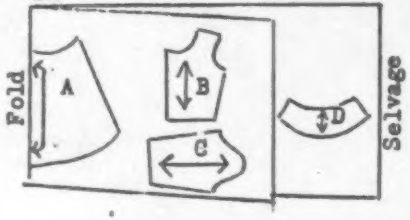
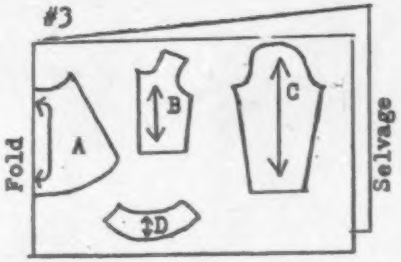


DIAGRAM CHOICES

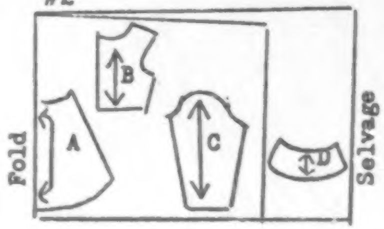
#1


Fold
A
B
C
D
Selvage

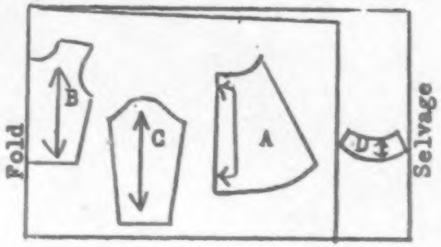
#3


Fold
A
B
C
D
Selvage

#2


Fold
A
B
C
D
Selvage

#4


Fold
B
C
A
D
Selvage

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: TEXTILES AND CLOTHING

READING

STANDARD A - The student will demonstrate knowledge of a basic vocabulary as determined by a specified word list.

SKILL 1 - Identify frequently used words by sight.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

5.0 Sewing and Pressing Equipment
5A. Selection

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Recognizes sewing equipment vocabulary.

T.P.O. Given examples or pictures of sewing and pressing equipment and a list of sewing and pressing equipment terms, match each example or picture with the correct term with 100% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. View teacher presentation of sewing and pressing equipment. Using the Sewing and Pressing Equipment Word List, Instructional Aid 2, find the term that corresponds with each piece of equipment as the teacher shows and identifies it by name. *NOTE FOR TEACHERS: Place a number on each piece of equipment.

Activity 3. Complete the Small Equipment Scramblegram (Instructional Aid 3), with each picture of equipment to be spelled out and found.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: TEXTILES AND CLOTHING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: In the space provided, write the letter of each word the teacher says.

________ 1. a. shears
b. scissor
c. seam
d. sink

________ 2. a. gauge
b. garage
c. gate
d. gauze

________ 3. a. pent
b. pins
c. pail
d. point

________ 4. a. ripper
b. roll
c. rip
d. row

________ 5. a. trade
b. tray
c. tracing
d. train

________ 6. a. busy
b. box
c. bought
d. bobbin

________ 7. a. tread
b. thread
c. trace
d. trend

________ 8. a. money
b. many
c. machine
d. match

________ 9. a. needle
b. need
c. niece
d. neat

________ 10. a. will
b. well
c. wash
d. wheel

COURSE: TEXTILES AND CLOTHING

Instructional Aid 2. Sewing and Pressing Equipment Word List

DIRECTIONS: Write the number of the piece of equipment as the teacher shows and identifies it by name.

________ Steam Iron

________ Pressing Ham

________ Press Cloth

________ Shears

________ Pinking Shears

________ Sewing Machine

________ Pins

________ Sewing

________ Tape Measure

________ Pounding Block

________ Tracing Wheel

________ Tailor's Chalk

________ Thread

________ Ironing Board

________ Seam Roll

________ Sewing Box

________ Scissors

________ Needles

________ Pin Cushion

________ Thimble

________ Yardstick

________ Sleeve Board

________ Seam Ripper

________ Carbon Paper

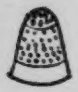
________ Hem Marker

________ Gauge

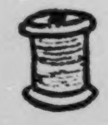
COURSE: TEXTILES AND CLOTHING

Instructional Aid 3. Small Equipment Scramblegram

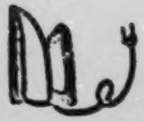
Directions: Write the name of each piece of Sewing equipment in the blank space. Locate and circle the words in the Scramblegram.



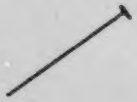
1.________



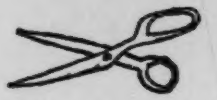
12.________



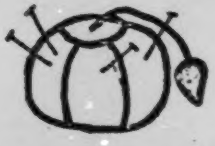
11.________



10.________



2.________



9.________

```
T J K P T E U A D E F G T X Z R F B I K
A B N B C L D E F G H R O X U D D R E F
I G G O Y B A E I O E U X P L A M T S B
G H R B R M T H R O L P T E L X T O K L
B X S B R I S T T U D L M N C R A E S Q
B C B I S H O J P P E R I S L N A D P T
R N E N E T A P E M E A S U R E J U D G
E X K A R S H G I V N E P R D E O R T S
T A R P E M U E A S M U O N S T E R P C
H S E E S A E M Y T S M O S V L C I B M
C C M R G B T L R A S S L S I W N W V J
K L T G J R O B L A R O O S A C T M R N
D H M E C N M C S D C A F T U I O N P U
Z L E E H W G N I C A R T S Z L E D P R
T M N T F L S T R A I G H T P I N I D A
I N T R N T I R E P P I R M A E S O N A
L U N V R S T Y E A O I E O U H I V H S
V A B T V J K L M N N A A E I O P K T U
P N U M I A O T R C I N D G N N O I R N
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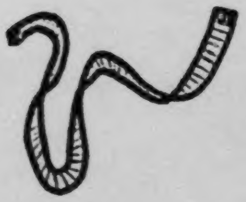
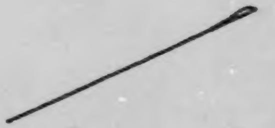
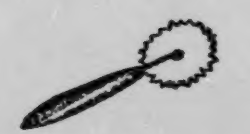


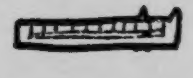
3.________



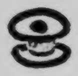
8.________



4.________



5.________



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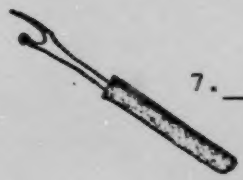


7.________

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: TEXTILES AND CLOTHING

READING

STANDARD A - The student will demonstrate knowledge of basic vocabulary as determined by a specified word list.

SKILL 2 - Identify the meaning of frequently used words presented in context.

FLORIDA CURRICULUM FRAMEWORK	TARGET BASIC SKILLS AREAS	
CONCEPTS/SUBCONCEPTS		**COMPETENCIES/TPO'S**
6.0 Construction 6A. Seams and seam finishes	Competency	Identifies garment construction vocabulary in context.
	T.P.O.	Given a pattern guide sheet, underline vocabulary words specified by teacher and define each word as used on the guide sheet with 80% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Use the list of Garment Construction Terms (Instructional Aid 2), and work with a partner to make a set of vocabulary cards by writing the term on one side of a card and drawing pictures or examples of the term on the other. Textbooks and classroom references may be used.

Activity 3. Divide into two teams, and use the cards from Activity 2 to identify the terms by looking at the picture meanings. The team which correctly identifies the most words during a 20 minute competition wins.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: TEXTILES AND CLOTHING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Determine the best definition of the underlined word from the way it is used in each sentence below. In the space provided, write the letter of the correct response.

________ 1. The teacher told Ann to clip the curved seam.

a. to cut into the seam allowance   c. to trim hair
b. to decorate   d. to staple together

________ 2. Miss Lane insisted that the students backstitch at the beginning and end of the seam.

a. basting   c. pinning
b. reverse   d. overcasting

________ 3. Joyce is using directional stitching on all of her seams.

a. hem allowance   c. stitching with fabric grain
b. ease   d. understitching

________ 4. Tim is using the slip-stitch to hem his trousers.

a. zig zag stitches   c. basting
b. loose stitches   d. invisible hand stitch

________ 5. Lois used a bound seam on her jacket.

a. use pinking shears   c. decorate
b. overcast   d. encase seam in bias tape

COURSE: TEXTILES AND CLOTHING

Instructional Aid 2. Garment Construction Terms

basting

directional pressing

stay stitching

understitching

trim

topstitching

slipstitch

plain seam

tucks

facing

interfacing

directional stitching

ease stitching

slash

clip

overcast

blind hem

darts

gathers

binding

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: TEXTILES AND CLOTHING

WRITING

STANDARD D - The student will write for the purpose of supplying necessary information.

SKILL 33 - Include the necessary information when writing brief statements describing the steps of a process or event.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Commercial Pattern
    2D. Layout, Cutting, Marking.

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Includes necessary information when writing statements describing the steps for the preparation of fabric for layout and marking.

T.P.O. Given a display showing fabric preparation for layout and marking, write a description of each step shown in the display with 90% accuracy according to a teacher prepared checklist.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Read a section in a teacher selected textbook relating to "Pattern Layout".

Activity 3. Working in small groups, answer one of the following questions by describing the steps in the process. Each group will display their answer on a poster or newsprint.
Group A: How do you prepare fabric for cutting?
Group B: How do you place and pin the pattern on the fabric?
Group C: What are some suggestions for cutting out your pattern accurately?
Group D: What are several methods used to mark your pattern? When would you use each?

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: TEXTILES AND CLOTHING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: In the space provided, write the letter of the step in each group which does not belong with the other steps.

________ 1. Pinning Your Pattern

a. Pin arrow on straight grain of fabric
b. Preshrink fabric
c. Pin pattern pieces on fold
d. Place pins around pattern pieces

________ 2. Marking your Pattern Pieces

a. Choose color of tracing paper
b. Place tracing paper on wrong side of fabric
c. Cut out pattern
d. Mark over construction symbols

________ 3. Cutting Out Fabric

a. Choose shears
b. Cut notches out, not inside seam
c. Mark all dots
d. Cut with long, smooth strokes

________ 4. Preparing Fabric

a. Preshrink fabric
b. Press fabric
c. Straighten fabric
d. Pin fabric

________ 5. Preparing the Pattern

a. Choose a pattern
b. Decide the pieces you need for your project
c. Press pattern pieces so they are flat
d. Alter pattern, if needed

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: TEXTILES AND CLOTHING

MATHEMATICS

STANDARD S - The student will solve money problems.

SKILL 131 - Solve real-world problems involving comparison shopping.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

1.0 Factors in Wardrobe Selection
    1D. Cost

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Differentiate between the cost of a commercially made garment and a similar home-constructed garment.

T.P.O. Given a cost analysis worksheet, do a comparison study of the cost factors involved in a home-constructed garment as compared to a similar commercially-constructed garment, with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Complete Instructional Aid 2, Cost Analysis Sheet, and compare the cost of a home-constructed garment to a ready-made dress.

Activity 3. Complete the Post-test (Instructional Aid 1).

COURSE: TEXTILES AND CLOTHING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Read the case study and answer the multiple choice questions by writing the letter of the correct response in the space provided.

CASE STUDY: John wanted a denim vest to wear with his jeans. At the "Clothes Den", the vest cost $29.88. John decided to shop around to compare prices of vests. The price of a vest in a catalog was $22.59 plus shipping. At a large department store, the price was $25.69. He went to a fabric store and found a pattern for $2.50, fashion fabric for $3.89, lining for $2.29, thread for $.50 and a package of buttons for $.49.

________ 1. How much would John save by buying the vest from the department store instead of the "Clothes Den"?

a. $3.19
b. $3.88
c. $4.19
d. $4.21

________ 2. John had to add $1.57 for shipping. What would be his total cost from the catalog?

a. $23.06
b. $23.16
c. $24.06
d. $24.16

________ 3. How much would John save if he bought the vest from the catalog instead of the department store?

a. $1.53
b. $1.63
c. $1.97
d. $11.53

________ 4. How much would John save if he bought his vest from the catalog rather than the "Clothes Den"?

a. $3.72
b. $4.72
c. $5.82
d. $6.82

________ 5. If John had made his vest, how much would he save compared to the catalog price?

a. $10.92
b. $11.92
c. $12.92
d. $13.92

COURSE: TEXTILES AND CLOTHING

Instructional Aid 2. Cost Analysis Sheet

CASE STUDY: Tammy saw a dress she wanted for the prom, priced at $60.00. She did not have enough money saved to buy the dress. Her mother suggested that she make the dress in her home economics class and it would not cost her as much money.

DIRECTIONS: Total the cost of Tammy's shopping list and compare the total to the cost of the ready made garment.

Step 1 SHOPPING LIST

Items	Price
Pattern	$ 2.00
Material	20.00
Thread	1.90
Zipper	1.00
Seam Binding	.55
Interfacing	.95
Trim	2.50
Labor	10.00
TOTAL	

Step 2 What is the difference between the ready-made dress to the dress Tammy made?

$60.00 Ready-made dress
- ______ Tammy's dress

Amount Tammy saved

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: TEXTILES AND CLOTHING

MATHEMATICS

STANDARD S - The student will solve money problems.

SKILL 134 - Solve real-world problems involving purchases and a rate of discount given in fraction or percent notation.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

1.0 Factors in Wardrobe Selection

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Determine rate of percentage discount on clothing purchases.
T.P.O.	Given examples of % discounts, determine the actual cost of a given clothing purchase with 80% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Practice calculating the rate of discount and sales tax on Discount Worksheet, Instructional Aid 2.

Activity 3. Complete and total Tammy's shopping sales slip, Instructional Aid 3.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: TEXTILES AND CLOTHING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Using the information below, answer the following questions, writing the letter of the correct response in the space provided.

Marge, Jim and Bob went to the fabric store. Marge's items totaled $14.50, Jim's totaled $12.25 and Bob's totaled $13.75. Each student has a 10% discount card. The state sales tax is 4%.

Amount purchase x 10% discount = discount
Amount purchase - 10% discount = subtotal
Subtotal x 4% sales tax = sales tax due
Subtotal + tax = total price

SALES TAX CHART

Amount of Purchase	Tax Added
$ .01 - $ .25	$ .01
$ .26 - $ .50	$ .02
$ .51 - $ .75	$ .03
$ .76 - $1.00	$ .04

Add $ .04 for each dollar and compute the cents according to the table above.

________ 1. How much was Marge's discount?

a. $.45
b. $.50
c. $1.00
d. $1.45

________ 2. What is Jim's subtotal?

a. $1.23
b. $11.02
c. $12.25
d. $13.48

________ 3 What was the amount of sales tax Bob was charged?

a. $.49
b. $.55
c. $.75
d. $1.37

________ 4. What was Marge's total price of her purchase?

a. $13.50
b. $13.57
c. $14.50
d. $15.08

________ 5. What was the amount of sales tax Jim was charged?

a. $.04
b. $.44
c. $.49
d. $.52

COURSE: TEXTILES AND CLOTHING

Instructional Aid 2. Discount Worksheet

DIRECTIONS: Study the example problem. Then calculate the 10% discounts and the 4% sales tax of the practice problems on a separate sheet of paper.

EXAMPLE:

Step 1
$13.00 = subtotal
x .10 = percent discount
$1.3000 = discount

Step 2
$13.00
- 1.30 = discount
11.70 = subtotal

Step 3
$11.70
x .04 = 4% sales tax
.4680
80 = remainder
(add .01 for any remainder)
.46
+ .01 (for remainder)
.47 = amount of sales tax

Step 4
$11.70 = subtotal
+ .47 = sales tax
$12.17 = total

PRACTICE PROBLEMS

1. $29.19
2. $ 8.30
3. $ 3.30
4. $13.81
5. $10.27
6. $10.10
7. $ 7.70
8. $ 5.18
9. $12.25
10. $11.00

COURSE: TEXTILES AND CLOTHING

Instructional Aid 3. Computing Discount and Sales Tax

DIRECTIONS: Total the sales slip below, calculating the 10% discount and 4% sales tax.

SEW & SEW FORTH FABRIC STORE

Quantity	Item	Price	
2	Thread @ $ .50 each		
2½ yds.	fabric @ $1.50 per yard		
1 pkg.	needles @ $1.20		
1	zipper @ $ .60		
1	pattern @ $2.50		
1 box	pins @ $ .49		
	10% Discount		
	Sub-Total		
	Tax		
	TOTAL		

SALES TAX CHART

Amount of Purchase	Tax Added
$ .01 - $ .25	$ .01
$ .26 - $ .50	$ .02
$ .51 - $ .75	$ .03
$ .76 - $1.00	$ .04

Add $ .04 for each dollar and compute the cents according to the table above.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: TEXTILES AND CLOTHING

MATHEMATICS

STANDARD I - The student will add, subtract, and multiply fractions.

SKILL 69 - Add two mixed numbers less than 100, with denominators of 2, 3, 4, 5, 6, 8, or 10.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Commercial Patterns
  2B. Use of instruction sheet and pattern envelope.

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Compute fabric yardage for specific garments.

T.P.O. Given pattern yardage chart, compute the total amount of fabric needed to construct a garment in specified views, widths and sizes, with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Using Instructional Aid 2, Sample Pattern Envelope Back, as a handout or a transparency, discuss how to determine the yardage needed for a garment.

Activity 3. Complete Practice in Determining Yardage Worksheet, Instructional Aid 3.

Activity 4. Complete Instructional Aid 4, Pattern Envelope Yardage.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: TEXTILES AND CLOTHING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: The following students are in Miss Long's sewing class. Help them determine the correct yardage to complete their garments by using Instructional Aid 2. After determining the correct yardage, write the letter of the correct yardage in the space provided.

________ 1. Beth is making identical skirts for her 12-year-old twin sisters. The twins both wear size 11/12. How many yards will she buy to make two skirts if the fabric is 36" wide?

a. 3½ yards
b. 4 yards
c. 4½ yards
d. 5 yards

________ 2. Fay is making look-alike blouses for herself and her sister Dale. Dale's size pattern is 7/8. Fay's pattern size is 9/10. How many yards does she need to buy if the fabric is 45" wide?

a. 2-1/8 yards
b. 2-3/8 yards
c. 2½ yards
d. 2-3/4 yards

________ 3. Paula purchased a size 13/14 pattern and plans to make a skirt and slacks out of 45" fabric. Determine the amount she needs to purchase.

a. 3½ yards
b. 4 yards
c. 4½ yards
d. 5 yards

________ 4. Marie is using a size 7/8 pattern for her blouse and size 9/10 for her skirt. How much fabric (36" wide) should she purchase?

a. 4 yards
b. 4¼ yards
c. 4½ yards
d. 4-3/4 yards

________ 5. George plans to make a blouse and slacks for his mother's birthday. He chose 45" fabric and purchased a size 15/16 pattern. How much fabric should he purchase?

a. 3 yards
b. 3-1/8 yards
c. 3¼ yards
d. 3-3/4 yards

COURSE: TEXTILES AND CLOTHING

Instructional Aid 2. Sample Pattern Envelope Back

MS./JR. SKIRT, BLOUSE AND SLACKS

Fabric required		7/8	9/10	11/12	13/14	15/16
View 1	blouse					
36"		1-7/8	1-7/8	2	2	2
45"		1-1/8	1-3/8	1-3/8	1-5/8	1-5/8
View 2	skirt					
36"		2-3/8	2-3/8	2-1/2	2-7/8	2-7/8
45"		1-5/8	1-3/4	1-7/8	2-3/8	2-3/8
View 3	slacks					
36"		2-1/8	2-1/8	2-1/4	2-5/8	2-5/8
45"		1-3/8	1-1/2	1-5/8	2-1/8	2-1/8

COURSE: TEXTILES AND CLOTHING

Instructional Aid 3. Practice in Determining Yardage Worksheet

DIRECTIONS: The steps for figuring the amount of fabric yardage needed for a garment are listed below. Complete each step, using the information on the sample pattern envelope below.

Steps for Determining Fabric Yardage

Step 1: Draw a circle around view 1
Step 2: Draw a circle around size 9/10
Step 3: Draw a circle around the width of the fabric, (45) under view 1.
Step 4: Draw a line across from 45"
Step 5: Draw a line down from 9/10
Step 6: Draw a circle around the number where the two lines meet. This is the amount of fabric needed

SAMPLE PATTERN ENVELOPE

MS./JR. SKIRT, BLOUSE AND SLACKS

Fabric required			7/8	9/10	11/12	13/14	15/16
View 1		blouse					
	36"		1-7/8	1-7/8	2	2	2
	45"		1-1/8	1-3/8	1-3/8	1-5/8	1-5/8
View 2		skirt					
	36"		2-3/8	2-3/8	2-1/2	2-7/8	2-7/8
	45"		1-5/8	1-3/4	1-7/8	2-3/8	2-3/8
View 3		slacks					
	36"		2-1/8	2-1/8	2-1/4	2-5/8	2-5/8
	45"		1-3/8	1-1/2	1-5/8	2-1/8	2-1/8

COURSE: TEXTILES AND CLOTHING

Instructional Aid 4. Pattern Envelope Yardage

DIRECTIONS: Using the pattern envelope back below, answer the following questions.

Your fabric is 45" wide and you wear size 9/10 pattern:

________ 1. How many yards of fabric are needed for view 1 blouse?

________ 2. How many yards of fabric are needed for view 2 skirt?

________ 3. How many yards of fabric are needed for the skirt and blouse?

________ 4. How many yards of fabric are needed for view 3 slacks?

________ 5. If you were making the skirt, slacks and blouse, how many yards of fabric would you need?

SAMPLE PATTERN ENVELOPE

MS./JR. SKIRT, BLOUSE AND SLACKS

Fabric required		7/8	9/10	11/12	13/14	15/16
View 1	blouse					
36"		1-7/8	1-7/8	2	2	2
45"		1-1/8	1-3/8	1-3/8	1-5/8	1-5/8
View 2	skirt					
36"		2-3/8	2-3/8	2-1/2	2-7/8	2-7/8
45"		1-5/8	1-3/4	1-7/8	2-3/8	2-3/8
View 3	slacks					
36"		2-1/8	2-1/8	2-1/4	2-5/8	2-5/8
45"		1-3/8	1-1/2	1-5/8	2-1/8	2-1/8

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: TEXTILES AND CHOLTHING

MATHEMATICS

STANDARD T - The student will solve measurement problems.

SKILL 142 - Solve problems related to length, width or height, using metric or customary units up to kilometers or miles, conversion within the system.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Commercial Pattern
  2C. Alterations

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Solve simple pattern alteration problems.

T.P.O. Given pattern alteration guidelines, a pattern, and specific measurements, modify the pattern pieces according to the guidelines, with 80% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Use the Personal Measurement and Alteration Chart (Instructional Aid 2), and work with a partner to take personal measurements and record them in the first column of the chart.

Activity 3. Add each personal measurement (found in Activity 2) to the minimum recommended ease, and write the total in the space provided in column three of the Personal Measurement and Alteration Chart (Instructional Aid 2).

Activity 4. Using personally selected pattern pieces and Pattern Measurement Guidelines (Instructional Aid 3), measure pattern pieces and write each measurement in the spaces provided in column four of the Personal Measurement and Alterations Guide (Instructional Aid 2).

Activity 5. Compare column three with column four on the Alteration Chart (Instructional Aid 2), and find the difference between the measurements in each column. Record any differences (+ or -) in these totals in column five, Amount to Alter.

COURSE: TEXTILES AND CLOTHING

LEARNING ACTIVITIES (continued)

Activity 6. Complete the Post-test (Instructional Aid 1).

COURSE: TEXTILES AND CLOTHING

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Brad bought a size 16 pattern because his size 14 was not available. He now needs to alter his size 16 pattern. Answer the questions and help Brad get his pattern to fit. Write the letter of the response in the space provided.

________ 1. Brad needs to subtract 2 inches from the waist of a pair of trousers he is making. What fraction of an inch will he subtract from the side seam allowance of the front and back pattern pieces?

a. 1/4"   c. 5/8"
b. 1/2"   d. 3/4"

________ 2. Brad's sleeve length is 30-1/2". His pattern sleeve length is 33". How many inches should Brad subtract from his pattern piece?

a. 1-1/2"   c. 2-1/2"
b. 2"   d. 3-1/2"

________ 3. Brad's trousers length is 29 inches. His pattern piece measures 32-1/2 inches. How many inches should Brad shorten his trousers?

a. 2-1/2"   c. 3-1/4"
b. 3"   d. 3-1/2"

________ 4. Brad's size 16 pattern will fit 32-1/2 inch hips. Brad's hip measurement is 29-3/4 inches. By how many inches will he need to alter the hips of his pattern.

a. 2-1/4"   c. 2-3/4"
b. 2-1/2"   d. 3-1/4"

________ 5. Brad's size 16 pattern will fit a 36 inch chest. Brad's chest measurement is 38-1/2 inches. How many inches will he need to add to his shirt pattern?

a. 2-1/4"   c. 3"
b. 2-1/2"   d. 2"

COURSE: TEXTILES AND CLOTHING

Instructional Aid 2. Personal Measurement and Alterations Chart

	COLUMN 1 Personal Measurements	COLUMN 2 Recommended Ease	COLUMN 3 Personal Measurements Plus Ease	COLUMN 4 Pattern Measurements	COLUMN 5 Amount To Alter (+ or -)
Bust		(min) 3-6" (max.)			
Chest		3/4" - 1"			
Back Width		3/4" - 1"			
Waistline: a. Dress		1"			
b. Skirt		½"			
Front Bodice Length		½" - 1"			
Back Bodice Length		½" - 1"			
Shoulder Line		¼" - ½"			
Sleeve: a. Length		½"			
b. Girth		1½" - 2"			
Hip		2" - 3"			
Skirt Length		Hem width			

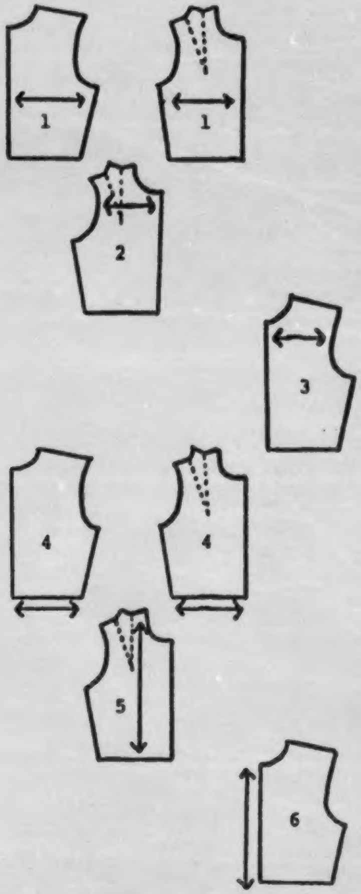
COURSE: TEXTILES AND CLOTHING

Instructional Aid 3. Pattern Measurement Guidelines

Measuring a Commercial Pattern

Before attempting to measure the pattern, become familiar with all the pattern pieces and be sure you understand how all the parts fit together. Also know where all seam lines, darts, tucks, pleats, gathers, center front, and center back perforations are located. This is very important and no attempt at measuring a pattern should be made until the pattern is thoroughly understood.

Record measurements in the column labelled "Pattern Measurements" on the chart. Do not include seam allowances or darts in measurements. Be sure to double measurements if only half of the pattern was measured.



1. Bust
   Measure bust line of pattern 2 inches below underarmseye, as illustrated. Double this amount if only half of the pattern was used.

2. Front Chest
   Measure width of chest from armseye to center front at a point 6 inches down from the shoulder line at the base of the neck. Double this amount when recording on chart.

3. Back Width
   Measure width across shoulder blades from center back to armseye 4 inches below the nape of neck. Remember to double this amount when recording on chart.

4. Waistline
   Measure back and front waist as illustrated, doubling amount if only half of back and front was measured. Likewise, measure waist of skirt.

5. Front Bodice Length
   Measure from neck edge at shoulder line down to waistline.

6. Back Bodice Length
   Measure from center back neck edge down to waistline.

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COURSE: TEXTILES AND CLOTHING

ANSWER KEY

Page 115
Pretest/Post-test

1. a
2. b
3. b
4. c
5. c

Page 120
Pretest/Post-test

1. c.
2. c
3. b
4. a
5. c

Page 121
Sewing Directions

1. 5/8 inch
2. in units according to the sewing directions
3. regular machine stitch
4. to prevent stretching
5. match notches with same number
6. before it is joined to another
7. longest machine stitch
8. on each pattern piece
9. arrows
10. same direction as it was stitched

Page 124
Pretest/Post-test

1. b
2. c
3. c
4. d
5. d

Page 127
Pretest/Post-test

1. 4
2. 2

Page 130
Pretest/Post-test

1. b (scissor)
2. a (gauge)
3. b (pins)
4. a (ripper)
5. c (tracing)
6. d (bobbin)
7. b (thread)
8. c (machine)
9. a (needle)
10. d (wheel)

Page 132
Small Equipment Scramblegram

1. thimble
2. shears
3. tape measure
4. tracing wheel
5. gauge
6. bobbin
7. seam ripper
8. needle
9. pin cushion
10. straight pin
11. iron
12. spool of thread

Page 134
Pretest/Post-test

1. a
2. b
3. c
4. d
5. d

Page 137
Pretest/Post-test

1. b
2. c
3. c
4. d
5. a

COURSE: TEXTILES AND CLOTHING

ANSWER KEY (continued)

Page 139
Pretest/Post-test

1. c
2. d
3. a
4. a
5. c

Page 140
Cost Analysis Sheet

Step 1. $38.90
Step 2. $21.10

Page 142
Pretest/Post-test

1. d
2. b
3. b
4. b
5. b

Page 144
Computing Discount and Sales Tax

Items Total	$ 9.54
10% Discount	$ .95
Sub-total	$ 8.59
Tax	$ .35
Total	$ 8.94

Page 146
Pretest/Post-test

1. d
2. c
3. c
4. b
5. d

Page 152
Pretest/Post-test

1. b
2. c
3. d
4. c
5. b

Page 156
Discount Worksheet

1. $27.33
2. $ 7.77
3. $ 3.09
4. $12.94
5. $ 9.61
6. $ 9.45
7. $ 7.21
8. $ 4.85
9. $11.46
10. $10.30

Page 149
Pattern Envelope Yardage

1. 1-3/8
2. 1-3/4
3. 3-1/8
4. 1-1/2
5. 4-5/8

COURSE: TEXTILES AND CLOTHING

INSTRUCTIONAL RESOURCES

Publications

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Dumas, Enoch, Jean E. Dumas and Charles F. Howard. *Arithmetic Charts Handbook*. Belmont, California: 1960.

Haugaard, James, David Horlock and Erica Zacarias. *Fun & Games With Math/Primary*. Englewood Cliffs, New Jersey: Prentice-Hall Learning Systems, Inc., 1974.

Pynnonen, A. *Clothing & Textiles*. Sheldon, Wisconsin: Home Economics Publishers, 1972.

Sharp, Richard M., Vicki F. Sharp, and Anita C. Solza. *30 Math Games for the Elementary Grades*. Belmont, California: Fearon Publishers, Inc., 1974.

Thomas, Ellen Lamar and H. Alan Robinson. *Improving Reading In Every Class*. Boston, Massachusetts: Allyn, & Bacon, Inc., 1979.

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TOOLS FOR INTEGRATING BASIC SKILLS INTO SELECTED ASPECTS OF THE CONSUMER AND HOMEMAKING PROGRAM

COURSE:

Foods and Nutrition

* Reading, Writing, and Mathematics:
* Standards and Skills
* Concepts and Subconcepts
* Competencies and Terminal Performance Objectives
* Learning Activities and Instructional Aids
* Pretests and Post-tests
* Instructional Resources

INSTRUCTIONAL LEVELS

10-15

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FOODS AND NUTRITION

READING
STANDARD E - The student will demonstrate evaluative comprehension skills.
SKILL 23 - Distinguish between facts and opinions in a paragraph.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

1.0 Factors Affecting Food Choices
    1B. Values
    1E. Health Needs
    1F. Cultural Background

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Distinguishes between facts and opinions in nutrition information.
T.P.O.	Given a series of statements or a paragraph about nutrition, identify those statements which are factual and those which are opinions, with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Complete an assigned reading in the foods and nutrition text or another related reference about the factors affecting food choices.
*NOTE FOR TEACHER: Readings in the food section of a local newspaper are a good source of practice in distinguishing between facts and opinions.

Activity 3. Participate in a class discussion in which facts and opinions about foods and nutrition are listed on the board. Place all the facts in one column headed FACTS, and all the opinions in a second column headed OPINIONS.

Activity 4. Individually read or dramatize the roles of Robert and Alice in Instructional Aid 2, A Lunchroom Dramatization. Circle statements of fact and underline opinions. Discuss choices with class.

Activity 5. In small groups, research a fad diet and report on it to the class, being certain to note the factual and opinionated information about the diet.
*NOTE FOR TEACHER: Magazines are a good resource for sample diets.

COURSE: CHILD DEVELOPMENT

LEARNING ACTIVITIES (continued)

Activity 6. Play Food Fact or Opinion, (Instructional Aid 3).

Activity 7. Complete the Post-test (Instructional Aid 1).

COURSE: FOODS AND NUTRITION

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Read the following sentences. Write "FACT" next to sentences which are statements of fact, and write "OPINION" next to sentences which are statements of opinions.

________ 1. Everyone should take a vitamin pill each day.

________ 2. Milk is a perfect food.

________ 3. Eating a well balanced diet supplies our daily nutrition requirements.

________ 4. Teenagers who eat a good breakfast are generally more alert and productive in school and less apt to feel tired than non-breakfast eaters.

________ 5. Vegetarianism is a type of diet depending only or mostly on plant foods.

________ 6. All carbohydrates are fattening foods.

________ 7. There are no proven advantages to eating excess amounts of any nutrient.

________ 8. Water is an important nutrient.

________ 9. The pregnant woman needs to double her intake of food.

________10. To lose weight you must take in fewer calories than you burn.

COURSE: FOODS AND NUTRITION

Instructional Aid 2. A Lunchroom Dramatization

DIRECTIONS: Individually read or dramatize the roles of Robert and Alice. Circle the statements of fact and underline the statements of opinion. Be prepared to support your choices in a class discussion.

Alice and Robert are in the school lunchroom. Robert has just gotten his lunch, but Alice isn't having lunch.

Robert:	Alice, lunch looks good today. Why aren't you eating?
Alice:	I'm on a diet and besides, I'm too tired to wait in that long line.
Robert:	You are probably run down from not eating a balanced diet everyday.
Alice:	I take a vitamin every day and in my opinion, that's enough. If I need anything else, I'll have a salad or something like that.
Robert:	Are you a vegetarian?
Alice:	What's that?
Robert:	A person who's diet is mostly plant foods.
Alice:	No! I'm just fat.
Robert:	Well, Alice, you would not be so run down and tired if you ate a well balanced diet which would supply all of your daily nutritional requirements.
Alice:	What if I have a glass of milk; it's the perfect food?
Robert:	That's a fantasy, too. "Remember, you are what you eat".

COURSE: FOODS AND NUTRITION

Instructional Aid 3. Food Fact or Opinion

DIRECTIONS: Divide class into two teams. Teams alternate turns. The teacher or a student will read a statement from below. The team member will say fact or opinion. If the answer is correct, the team gets a point and gets additional turns until a statement is missed. It is then the other team's turn. Keep a tally of points on the board. The team with the most points when all statements have been used is the winner. (Teacher or class may write additional statements).

STATEMENTS

O= Opinion, F= Fact

0 1. Take a vitamin C tablet every day to prevent catching a cold.
0 2. Celery contains no calories.
F 3. Calorie requirements change with age.
F 4. Eating a well balanced diet supplies our daily nutrition requirements.
0 5. Crash diets are a quick, safe way to lose weight.
0 6. Everyone should take vitamin tablets every day.
F 7. Milk is a good source of calcium.
0 8. Chemical fertilizers poison food.
F 9. Some vegetarian diets are risky.
0 10. All preservatives are dangerous.
0 11. Meat contains few calories.
0 12. Brown eggs are more nutritious than white ones.
0 13. Fat must be eliminated from the diet for weight loss to occur.
F 14. Toast contains the same number of calories as bread.
F 15. Too much vitamin A can be harmful.
0 16. Steak is more nutritious than meatloaf.
0 17. Gelatin helps build strong fingernails.
0 18. Milk is the perfect food.
0 19. Overweight people are happier and healthier than others.
F 20. It is safe to eat vegetables and fruits in the same meal.
0 21. Diet pills make losing weight easy.
F 22. Your requirements for different nutrients varies at different ages.
O 23. Eating carrots will improve poor eyesight.
O 24. The liquid protein diet is a safe diet.
O 25. Taking water-soluble vitamins with meals help flush the high calorie foods from the system.
F 26. Chances of tooth decay are increased with the consumption of many sweets.

COURSE: FOODS AND NUTRITION

Instructional Aid 3. Food Fact or Opinion

F 27. A pregnant woman should consume more milk than a man.
O 28. Fish and milk are not safe to eat together.
O 29. Sweets are addictive.
F 30. Some studies indicate that saccharine is a carcinogen (causes cancer).
F 31. Food grown in poor soil has the same vitamin and mineral content as food grown in rich soil.
F 32. Enriched bread has nutrients added to make up for those removed by processing.
O 33. Grapefruit at the beginning of a meal will burn up calories consumed in the rest of the meal.
F 34. Fortified means vitamins and/or minerals have been added to a food.
O 35. "Natural" foods are more nutritious than processed foods.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FOODS AND NUTRITION

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***************************************************
*                    READING                      *
* STANDARD C - The student will demonstrate       *
*              literal comprehension skills.      *
*   SKILL 16 - Follow written directions.         *
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FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

6.0 Food Preparation

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Follows written directions or recipes in the preparation of food.
T.P.O.	Given a specific written recipe and food preparation supplies and equipment, follow the written directions given to prepare the recipe. The final product will be judged according to teacher criteria.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Complete the Recipe Abbreviations Worksheet, Instructional Aid 2, to review common abbreviations found in recipes.

Activity 3. Participate in Instructional Aid 3, Work Station Preparation of Popovers. Prepare popovers by following the directions at work stations in the foods laboratory.

*NOTE FOR TEACHER: The nine work stations should be set up and labeled before class. This technique could be adapted for other recipes. Students with difficulty following written directions could work with a partner.

Activity 4. Working in assigned groups, prepare a recipe according to the written directions given by the teacher.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: FOODS AND NUTRITION

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Read the recipe below. Then complete the multiple choice questions by writing the letter of the correct response in the space provided.

YELLOW CAKE QUICK METHOD

2-1/2 C. cake flour, sifted
1-2/3 C. sugar
3-1/2 t. baking powder
1 t. salt
2/3 C. shortening
3/4 C. milk
3 eggs
1/2 C. milk
1-1/2 t. vanilla

Combine flour, sugar, baking powder and salt in a mixing bowl. Add shortening and 3/4 C. milk. Beat with mixer at medium speed for 2 minutes, or 300 vigorous strokes by hand. Add eggs, 1/2 C. milk, and vanilla. Beat for 2 minutes with mixer, or 300 strokes by hand. Pour into two 9 x 1-1/2" layer pans that have been lightly greased and lined with wax paper. Bake at 350 degrees F. for about 40 minutes or until center springs back when touched lightly with finger. Cool on cake rack 10 to 20 minutes. Loosen sides of cake from pan with a spatula, then place cake rack over cake and turn both upside down. Turn cake bottom side down to finish cooling, before frosting.

Yield: two 9 x 1-1/2" layer or square cakes, or one 13 x 9-1/2 x 2" cake, or 24 to 28 medium cupcakes. (Bake cupcakes at 375 degrees F. for 15 to 20 minutes).

________ 1. In preparing the Yellow Cake Quick Method, use 2-1/2 C. sifted __________.

a. whole wheat flour
b. all-purpose flour
c. self-rising flour
d. cake flour
e. none of the above

________ 2. Pour the cake batter into __________.

a. two 9 x 1-1/2 " layer pans
b. one 13 x 9-1/2 x 2" pans
c. two 9" square pans
d. muffin pans for 24-28 cupcakes
e. all of the above

COURSE: FOODS AND NUTRITION

Instructional Aid 1. Pretest/Post-test (continued)

________ 3. Bake the two layer cakes at 350 degrees F. for about __________.

a. 35 minutes
b. 40 minutes
c. 45 minutes
d. 50 minutes
e. none of the above

________ 4. The cake pans should be lightly greased and __________.

a. lined with wax paper
b. lined with aluminum foil
c. lined with saran wrap
d. lightly floured
e. all of the above

________ 5. In preparing the Yellow Cake Quick Method, use __________.

a. 1/2 C. sugar
b. 3/4 C. sugar
c. 1-1/4 C. sugar
d. 1-2/3 C. sugar
e. none of the above

________ 6. The recipe will yield two 9 x 1-1/2" layer or square cakes, or one 13 x 9-1/2 x 2" cake, or ___________.

a. 12-14 medium cupcakes
b. 14-18 medium cupcakes
c. 20-24 medium cupcakes
d. 24-28 medium cupcakes
e. none of the above

________ 7. The cakes in the pans should be cooled on cake racks for __________.

a. 10-15 minutes
b. 10-20 minutes
c. 10-25 minutes
d. 20-30 minutes
e. none of the above

________ 8. If you are preparing cupcakes, change the oven temperature to __________ and bake them for 15 to 20 minutes.

a. 325 degrees F.
b. 375 degrees F.
c. 425 degrees F.
d. 475 degrees F.
e. none of the above

Instructional Aid 1. Pretest/Post-test (continued)

________ 9. After you combine the 2-1/2 C. sifted cake flour, 1-2/3 C. sugar, 3-1/2 t. baking powder and 1 t. salt together in a mixing bowl, add 2/3 C. shortening and __________.

a. 1/4 C. milk
b. 1/2 C. milk
c. 3/4 C. milk
d. 1-1/2 C. milk
e. none of the above

________ 10. After you beat the mixture with the mixer at medium speed for 2 minutes or 300 vigorous strokes by hand, add _________.

a. 3 eggs, 3/4 C. milk and 1-1/2 t. vanilla
b. 3 eggs, 1/2 C. milk and 1 t. vanilla
c. 3 eggs, 1/2 C. milk and 1 T. vanilla
d. 3 eggs, 1/2 C. milk and 1-1/2 T. vanilla
e. none of the above

COURSE: FOODS AND NUTRITION

Instructional Aid 2. Recipe Abbreviations Worksheet

DIRECTIONS: In the space provided, write the letter of the word in Column B which matches the abbreviation in Column A.

________ 1. C.
________ 2. t., ts., tsp.
________ 3. T., tb., tbsp.
________ 4. doz.
________ 5. sq.
________ 6. °F.
________ 7. °C.
________ 8. hr.
________ 9. min.
________ 10. sml.
________ 11. med.
________ 12. lg.
________ 13. oz.
________ 14. lb.
________ 15. 1/2
________ 16. 1/4

a. medium
b. one-fourth
c. cup
d. degree celcius
e. pound
f. one or two
g. teaspoon
h. ounce
i. minute
j. large
k. dozen
l. hour
m. square
n. tablespoon
o. degree Fahrenheit
p. small
q. medal
r. one-half

COURSE: FOODS AND NUTRITION

Instructional Aid 3. Work Station Preparation of Popovers

DIRECTIONS: Prepare popovers by following the written directions at each work station in the foods laboratory.

POPOVERS

Station 1: Butter muffin tins.

Station 2: Break two eggs into a large bowl. Take your bowl to Station 3.

Station 3: Add 1 cup milk to your bowl.

Station 4: Add 1 tablespoon melted butter to your bowl.

Station 5: Add 1 cup white flour to your bowl.

Station 6: Add 1/4 teaspoon salt to your bowl. Take your bowl to Station 7.

Station 7: Mix thoroughly; but do not overbeat.

Station 8: Return to Station 1 and half fill the buttered muffin tins.

Station 9: Place muffin tin in cold oven. Set heat to 450° F. (Do not preheat oven). Bake for 15 minutes. Then reduce heat to 350° F. and bake for another 10-15 minutes.

PROGRAM: CONSUMER AND HOMEMAKING

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***************************************************
*                  READING                        *
* STANDARD F - The student will demonstrate the   *
*              appropriate skills for obtaining   *
*              information.                       *
*   SKILL 28 - Obtain appropriate information     *
*              from commonly used forms.          *
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FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

9.0 Consumer in the Market Place
    9E. Advertising, Packaging and Labeling

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Identifies and uses grocery labels as a source of information on foods and nutrition.
T.P.O.	Given a series of grocery labels, obtain specific information on foods and nutrition from appropriate label source with 85% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. With class, prepare bulletin board - Anatomy of a Food Label. Display label: indicate major parts of information: name of food, net quantity, net weight, ingredients, serving size, number of servings, nutrients, percentage of U.S. RDA, manufacturer.

Activity 3. Participate in Grocery Label Game (Instructional Aid 2). Students are given a series of questions to answer from information given on food labels. Questions should be given points according to difficulty.
*NOTE FOR TEACHER: A variety of labels are needed for this activity.

Activity 4. Complete worksheet, Classifying Food From Labels, Instructional Aid 3. Underline foods which are present in the largest amounts and write the letters of the food groups to which these belong.

Activity 5. Complete activities in Reading for Survival in Today's Society, Volume 1, Module 1, Labels, pp. 7-9 (see Instructional Resources).

Activity 6. Complete the Post-test (Instructional Aid 1).

COURSE: FOODS AND NUTRITION

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Use the sample label below to answer the multiple choice questions by writing the letter of the correct response in the space provided.

GRANOLA GOODIES

NUTRITION INFORMATION PER SERVING:	
Serving size	1 roll
Servings per container	6
Calories	140
Protein, grams	2
Carbohydrate, grams	27
Fat, grams	3
Sodium, milligrams (380 milligrams/100 grams)	140

PERCENTAGES OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA)	
Protein	4
Vitamin A	*
Vitamin C	*
Thiamin	4
Riboflavin	2
Niacin	*
Calcium	2
Iron	4

*Contains less than 2% of the U.S. RDA of these nutrients.

INGREDIENTS

Granola (rolled oats, brown sugar, coconut oil, almond pieces, honey, sesame seeds, salt, soy lecithin, natural flavor), sugar, non-fat milk, malto dextrin, dextrose, coconut oil, egg whites, corn syrup, salt, whey, cocoa, soy lecithin (a natural vegetable ingredient used as an aid in blending), natural flavor.

________ 1. How many calories does one Granola Goodie Roll provide?

a. 104
b. 27
c. 140
d. 380

________ 2. What is the name of the product?

a. Farm-Fresh Foods
b. Granola Goodies
c. Granola Rolls
d. Nutrients

________ 3. What are three of the ingredients granola is composed of?

a. Rolled oats, sugar and corn syrup.
b. Granola, rolled oats and brown sugar.
c. Honey, dextrose and almond pieces.
d. Brown sugar, rolled oats and honey.

Instructional Aid 1. Pretest/Post-test (continued)

_______ 4. Granola Goodie provides 4 percent of the U.S. RDA of which nutrients?

a. Protein, thiamin, iron
b. Protein, calcium, thiamin
c. Thiamin, iron, niacin
d. Protein, thiamin, niacin

_______ 5. How many grams of fat are supplied by one Granola Goodie?

a. 2
b. 3
c. 4
d. 6

COURSE: FOODS AND NUTRITION

Instructional Aid 2. Grocery Label Game

Materials Needed: A variety of food package labels.

DIRECTIONS:
1. Class is broken into two or more teams.
2. The teacher or leader should randomly select a food label for each question asked. The player answering the question may examine the label to help determine the correct answer.
3. First player answers a question from Group A within a time limit. Player wins point only if question is answered correctly within the time limit. If the answers are incorrect or if time runs out, the team receives no points.
4. Second player on opposing team takes turn from same point category, then others proceed in turn to end first point round.
5. Second point round proceeds in same manner.
6. Third point round proceeds in same manner.
7. Points tallied to determine winning team.

Group A: Sample 10-point questions:

- What company manufactures (product name)?
- What is the first, or main, ingredient in (product name)?
- How many calories are in one serving of (product name)?

Group B: Sample 20-point questions:

- Of these three products, (name), (name), and (name), which one is highest in calories?
- How is this package sold?
- What nutrient is found in the lowest form?

Group C: Sample 30-point questions:

- What does UPC stand for?
- What nutrients are less than 2% of the U.S. RDA?
- Why do you think there are ingredients whose names are totally unfamiliar to you?

COURSE: FOODS AND NUTRITION

Instructional Aid 3. Classifying Ingredients from Labels

Name: ____________________

DIRECTIONS: Underline the first three ingredients in each food. Do not count water as an ingredient. In the space beside each food label, write the letters of the food groups to which the underlined ingredients belong. Use the following code for each food group.

MK = Milk Group
MT = Meat Group
X = Extra Foods
V-F = Vegetable-Fruit Group
B-C = Bread-Cereal Group

SAMPLE LABELS

		LETTERS OF FOOD GROUPS
FROZEN WAFFLES	Ingredients: Wheat flour, water, vegetable shortening, whey solids, leavening acid, salt, sugar, whole egg solids, niacin, iron.	Example: B-C, X, MK
RICE KRISPIES	Ingredients: milled rice, sugar, salt and malt flavoring, sodium ascorbate, ascorbic acid, Thiamin (B_1).	1. ____________
PEAS & CARROTS	Ingredients: Peas, water, carrots, sugar, salt.	2. ____________
HAMBURGER HELPER (Chili Tomato Dinner)	Ingredients: Enriched macaroni, corn, dried onion, dried tomato, sugar, chili and bell peppers, dried beef, dextrose, spices.	3. ____________

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FOODS AND NUTRITION

WRITING

STANDARD B - The student will organize objects and information into logical groupings and orders.

SKILL 20 - Organize information related to a single topic.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Nutrition
  2A. Nutrients
  2G. Basic Four Food Groups

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency — Identifies in writing the nutrients and the basic four food groups necessary for good nutrition.

T.P.O. — Given a list of the nutritive value of food, compile a chart illustrating three food sources for each nutrient and categorize each food source into the basic four food groups, with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Use textbooks or other selected resources to review the Basic Four Food Groups and the seven nutrients. Participate in the class activity of producing a bulletin board showing examples of food sources of the four food groups and the nutrients.

Activity 3. Work with a partner to complete worksheet, Classifying Foods, Instructional Aid 2.

Activity 4. Complete Nutrient Grocery Evaluation worksheet, Instructional Aid 3, and use Instructional Aid 4, Nutrients in Food, as a reference. Review findings in class discussion.

Activity 5. Keep a record of all the foods eaten in a day or a week. Use the Basic Four Food Groups chart and classify each of the foods into the proper food group.

Activity 6. Complete the Post-test (Instructional Aid 1).

COURSE: FOODS AND NUTRITION

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Answer the following multiple choice questions by writing the letter of the correct response in the space provided.

________ 1. Rice belongs to which of the Basic Four Food Groups?

a. Meat Group
b. Milk Group
c. Bread and Cereal Group
d. Fruit and Vegetable Group

________ 2. Eggs belong to which of the Basic Four Food Groups?

a. Meat Group
b. Milk Group
c. Bread and Cereal Group
d. Fruit and Vegetable Group

________ 3. A sandwich with ham and cheese in it would include foods from which of the Basic Four Food Groups?

a. Milk and Meat Groups
b. Milk, Fruit and Vegetable, and Meat Groups
c. Meat, Milk, and Bread and Cereal Groups
d. Meat and Bread and Cereal Groups

________ 4. Thiamin belongs to which nutrient group?

a. Protein
b. Fats
c. Vitamins
d. Minerals

________ 5. Iron belongs to which nutrient group?

a. Protein
b. Fats
c. Vitamins
d. Minerals

________ 6. Meat, fish, nuts and cheese are all good sources of which nutrient?

a. Protein
b. Vitamin C
c. Calcium
d. Carbohydrates

COURSE: FOODS AND NUTRITION

Instructional Aid 2. Classifying Foods

DIRECTIONS: In the space beside each food name, classify into food groups only the ingredients that are listed inside the parentheses. Use the following letters for each food group:

MK = Milk Group
MT = Meat Group
X = Extra Foods
B-C = Bread-Cereal Group
V-F = Vegetable-Fruit Group

Example: MT, X, VF, VF Beef Stew (meat, gravy, carrots, potatoes).

________ 1. Spaghetti and Meatballs (spaghetti, tomato sauce and meatballs).

________ 2. Bologna Sandwich (bologna, mustard, bread, mayonnaise).

________ 3. Cheese Omelette (eggs, cheese)

________ 4. Beans and Cheese Burrito (refried beans, cheese,tortilla).

________ 5. Cheeseburger (meat, bun, catsup, cheese).

________ 6. Pork and Rice (pork, rice, gravy).

________ 7. Peanut Butter and Jelly Sandwich (peanut butter, bread, jelly).

________ 8. Cream of Tomato Soup (tomatoes, milk).

________ 9. Chicken Pot Pie with Biscuit Topping (chicken, biscuit, potatoes, gravy, carrots and peas).

________10. Tuna Salad Sandwich (tuna fish, mayonnaise, lettuce and bread).

COURSE: FOODS AND NUTRITION

Instructional Aid 3. Nutrient Grocery Evaluation

NAME: ____________________

Lori and Mike are newlyweds. On the first shopping trip to the grocery store, they bought the foods listed below. Using the Nutrients in Foods chart from the following page, evaluate their groceries purchased.

Example: Peter Pan peanut butter protein, niacin

Pillsbury crescent roll ____________________

Brookfield butter ____________________

white sandwich bread ____________________

Oscar Mayer bologna ____________________

Green Giant frozen corn ____________________

Boston lettuce ____________________

Fresh spinach ____________________

Kraft grape jelly ____________________

Libby's crushed pineapple ____________________

White House applesauce ____________________

Friendship sour cream ____________________

Del Monte pear halves ____________________

Deli-fresh potato salad ____________________

Mrs. Paul's fish fillets ____________________

Ball Park hot dogs ____________________

Swift's Premium calves liver ____________________

Fresh strawberries ____________________

Planters peanuts ____________________

T-bone steak ____________________

Stay Sweet white corn ____________________

COURSE: FOODS AND NUTRITION

Instructional Aid 4. Nutrients in Foods

Knowing what to buy to fill your family's nutrition needs is not easy. The following list will help you plan balanced meals. It will help you shop for those on restricted diets or with vitamin or mineral deficiencies.

Protein - Meat, fish, poultry, eggs, milk, cheese, dried beans and peas, peanut butter, yogurt and nuts.

Carbohydrates (sugars, starches) - breads, cereals, potatoes, beans, corn, bananas, dried fruits, sugar, honey and jelly.

Fats - Butter, margarine, cream, salad oils and dressings, cooking fats, and fat in meat.

Vitamin A - spinach, carrots, leafy greens, sweet potatoes, butter, ice cream and liver.

Thiamine (B_1) - Whole grain products, bran, pork, eggs, nuts, and white potatoes.

Riboflavin (B_2) - Milk and dairy products, whole grain products, liver, fish and poultry.

Niacin (B_{12}) - Whole grain products, peanut butter, poultry, meat and fish.

Vitamin C - Citrus fruit, strawberries, broccoli, brussel sprouts, green peppers, tomatoes, potatoes, cataloupe and cabbage.

Vitamin D - Milk, butter and fish-liver oils.

Calcium - Milk and dairy products, sardines, broccoli, collards, kale and turnip greens.

Iron - Liver, whole grain products, dark-green vegetables, prunes and raisins.

Potassium - Pineapple and bananas.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FOODS AND NUTRITION

WRITING
STANDARD G - The student will spell correctly.
SKILL 52 - Proofread for spelling.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

5.0 The Recipe
  5A. Vocabulary

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Uses dictionary to spell the vocabulary in recipes.
T.P.O.	Given a list of food preparation terms found in recipes, use the dictionary to check the spelling of each word, with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Play the Dictionary Spelling Game, Instructional Aid 2.

Activity 3. Complete the Cooking Terms Word Search Puzzle, Instructional Aid 3.

Activity 4. Proofread for spelling the recipe for Ham and Potatoes Au Gratin, Instructional Aid 4. Underline the ten spelling errors in the recipe and use the dictionary to write the correct spelling of each word above the misspelled word.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: FOODS AND NUTRITION

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Use the dictionary to determine the correctly spelled word for the blank in each sentence. Write the letter of the correct response in the space provided, to the left of each number.

________ 1. Betty will __________ the Thanksgiving turkey.

a. bast
b. batse
c. baste
d. baest

________ 2. __________ gelatin in hot water.

a. disolve
b. dissolve
c. dessolve
d. dissalve

________ 3. Measurements should be __________.

a. level
b. lavel
c. leval
d. levol

________ 4. James will __________ the pork chops with salt and pepper.

a. seeson
b. saeson
c. seasen
d. season

________ 5. The chef will __________ the salad with parsley and tomatoes.

a. granish
b. gurnish
c. garnish
d. garnesh

COURSE: FOODS AND NUTRITION

Instructional Aid 2. Dictionary Spelling Game

DIRECTIONS: Divide class into two or more teams and provide each team with a dictionary. The teacher or a selected student will then call out a word from the list below (to which more words can be added). The teams will look up the correct spelling of the word in the dictionary and a member from each team will try to be the first to write the correct spelling of the word and the dictionary page number on the board. Two points will be awarded to the team who does this first. The team to have accumulated the most points at the end of twenty minutes is the winner.

1. additives
2. artificial
3. barbecue
4. baste
5. beat
6. blanch
7. blend
8. broil
9. brochette
10. clarify
11. condensed
12. cream
13. cube
14. curdle
15. dehydrated
16. dice
17. enriched
18. grate
19. grease
20. grind
21. homogenized
22. julienne
23. processed
24. reconstitute
25. rehydrate
26. scald
27. score
28. sear
29. shred
30. sift
31. skewer
32. toast
33. toss
34. whip

COURSE: FOODS AND NUTRITION

Instructional Aid 3. Cooking Terms Word Search Puzzle

DIRECTIONS: Search for the cooking terms below and circle them. Words can be vertical, horizontal or diagonal, reading from right to left, top to bottom, or backwards.

```
J M A E T S H R E D G K
R A S H P I H W D J S E
K S Q V T M T X N A Q R
P H L S C M F W U C Z U
E B A S T E O T H X D S
E O T R B R E A D P T A
T V P E B F D I B Z F E
S S T E W L C M N C I M
C D A S I E G I T O S S
H C X O C Y E N A Z P T
O U R E R U S C E M Y I
P B W F E W A E B X B R
Y E C N A N E S Y A L H
B M Q F M G R A T E K B
H S I N R A G M W R G E
```

- bake
- baste
- beat
- bread
- broil
- brown
- chop
- cream
- cube
- dice
- fry
- garnish
- grate
- grease
- mash
- measure
- mince
- mix
- roast
- saute
- shred
- sift
- simmer
- steam
- steep
- stew
- stir
- toast
- toss
- whip

COURSE: FOODS AND NUTRITION

Instructional Aid 4. Ham and Potatoes Au Gratin

DIRECTIONS: Read the recipe below. Underline the ten spelling errors. Use the dictionary to find the correct spelling. Write each correct spelling above the underlined, misspelled word.

HAM AND POTATOES AU GRATIN

1 12-ounce can chopped ham
1 3-ounce can mushrooms
1 pkg. au gratin potatoes
1 teespoon Worcestershire sauce

Cut meat in 8 slices and place in a 10x6x1-1/2 inch bakeing dish. Top with potatoe slices. Drane mushrooms; sprinkel over potatoes along with cheeze-sauce mix. Contenue as directed on packadge, but adding Worcestershire to the butter and bioling water. Cover and bake in a moderate oven 30 to 35 minutes. Makes 4 survings.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FOODS AND NUTRITION

MATHEMATICS
STANDARD L - The student will find percentages.
SKILL 80 - Find the percentage when given a whole number and a whole number percent less than 100.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Nutrition
    2A. Nutrients

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Determine percentages of nutrients provided in foods.
T.P.O.	Given a table of the Nutritive Value of Milk Products and specific quantities of a variety of milk products, calculate the total calories and the total percentages of the RDA of protein and calcium for each milk product with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Complete the chart, Milk Product Percentage Worksheet, Instructional Aid 2.

Activity 3. Complete the Post-test (Instructional Aid 1).

COURSE: FOODS AND NUTRITION

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Use the table below to answer the following multiple choice questions. Write the letter of the correct response in the space provided.

NUTRITIVE VALUE OF MILK PRODUCTS - Protein and Calcium percentages are the U.S. Recommended Dietary Allowances (RDA) for adult women.

		Calories	Protein	Calcium
Whole Milk	1 cup	150	16% RDA	36% RDA
Low Fat Milk (2%)	1 cup	120	16% RDA	36% RDA
Skim Milk	1 cup	86	16% RDA	36% RDA
Sour Cream	1 tablespoon	26		17% RDA
Cottage Cheese	1/2 cup	120	28% RDA	14% RDA
Yogurt (plain low fat)	1 cup	144	25% RDA	52% RDA

________ 1. An adult woman who drinks 4 cups of whole milk per day is consuming what percentage of the RDA of calcium?

a. 72%
c. 125%
b. 108%
d. 144%

________ 2. Helen used 3 tablespoons of sour cream on her baked potato. What percentage of calcium did Helen receive from the sour cream?

a. 84%
c. 51%
b. 68%
d. 17%

________ 3. Mrs. Stone ate 1 cup of cottage cheese at lunch. What percentage of the RDA for protein has this supplied?

a. 28%
c. 56%
b. 46%
d. 58%

________ 4. What is the percentage of protein provided by 1/2 cup of skim milk?

a. 8%
c. 16%
b. 14%
d. 32%

COURSE: FOODS AND NUTRITION

Instructional Aid 1. Pretest/Post-test (continued)

________ 5. If Mrs. Clark eats 2 cups of yogurt a day, what percentage of the RDA for protein will this total?

a. 25%
b. 50%
c. 52%
d. 104%

COURSE: FOODS AND NUTRITION

Instructional Aid 2. Milk Product Percentage Worksheet

DIRECTIONS: Using the chart below, calculate the calories, protein and calcium for each food item and enter each in the appropriate space.

NUTRITIVE VALUE OF MILK PRODUCTS - Protein and Calcium percentages are the U.S. Recommended Dietary Allowances (RDA) for adult women.

		Calories	Protein	Calcium
Whole Milk	1 cup	150	16% RDA	36% RDA
Low Fat Milk (2%)	1 cup	120	16% RDA	36% RDA
Skim Milk	1 cup	86	16% RDA	36% RDA
Sour Cream	1 tablespoon	26		17% RDA
Cottage Cheese	1/2 cup	120	28% RDA	14% RDA
Yogurt (plain low fat)	1 cup	144	25% RDA	52% RDA

Amount of Food	Total Calories	Total Protein (percentages of RDA)	Total Calcium (percentages of RDA)
1. 4 cups Whole Milk			
2. 2 cups Low Fat Milk			
3. 3 cups Skim Milk			
4. 1-1/2 tablespoons Sour Cream			
5. 2 cups Cottage Cheese			
6. 2-1/2 cups Yogurt			

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FOODS AND NUTRITION

MATHEMATICS

STANDARD U - The student will interpret graphs, tables, and maps.
SKILL 149 - Read and determine relationships described by line graphs, circle graphs or tables.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Nutrition
    2A. Nutrients

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Interprets tables to determine nutritional needs of specific groups.

T.P.O. Given a table showing the percentages of U.S. RDA'S needed during each stage of life, and given a description of a family of four, list the nutritional needs of each member according to the table with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Use the Percentages of U.S. RDA Table, Instructional Aid 2, to determine personal daily nutritional needs, Instructional Aid 3, Personal Daily Needs.

Activity 3. Complete the Post-test (Instructional Aid 1).

COURSE: FOODS AND NUTRITION

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Using the table on the following page, Percentage of U.S. RDA, Instructional Aid 2, determine the correct answer for the following questions. Write the letter of the correct response in the space provided.

________ 1. What are the recommended number of calories for a 12-year-old male?

a. 1800
b. 2400
c. 2800
d. 3000

________ 2. What percentage of iron is recommended for a 16-year-old female?

a. 60%
b. 85%
c. 100%
d. 120%

________ 3. For what age person would 50% of the U.S. RDA of Vitamin A be correct?

a. 1-3
b. 4-6
c. 7-10
d. 23-50

________ 4. What is the total percentage of the U.S. RDA of calcium for a pregnant woman who is 25 years old?

a. 80%
b. 120%
c. 200%
d. 280%

________ 5. What is the percent of the U.S. Recommended Daily Allowance of Vitamin C for a man 65 years old?

a. 70%
b. 75%
c. 80%
d. 100%

COURSE: FOODS AND NUTRITION

Instructional Aid 2. Percentages of U.S. RDA Table

This chart shows what percentage of the U.S. RDA you need for your age and sex.

Age	Food Energy[1]	Protein[2]	Vitamin A	Vitamin C	Thiamin	Ribo-flavin	Niacin[3]	Calcium	Iron
Years	*Calories*	*Percent of U.S. Recommended Daily Allowance*							
Child:									
1-3	1300	35	40	70	50	50	30	80	85
4-6	1800	50	50	70	60	65	35	80	60
7-10	2400	55	70	70	80	75	50	80	60
Male:									
11-14	2800	70	100	75	95	90	55	120	100
15-18	3000	85	100	75	100	110	55	120	100
19-22	3000	85	100	75	100	110	60	80	60
23-50	2700	90	100	75	95	95	45	80	60
51+	2400	90	100	75	80	90	35	80	60
Female:									
11-14	2400	70	80	75	80	80	45	120	100
15-18	2100	75	80	75	75	85	30	120	100
19-22	2100	75	80	75	75	85	35	80	100
23-50	2000	75	80	75	70	75	30	80	100
51+	1800	75	80	75	70	65	25	80	60
Pregnant	+300[4]	+50[4]	100	100	+20[4]	+20[4]	35	120	100+
Nursing	+500[4]	+35[4]	120	135	+20[4]	+30[4]	35	120	100

[1] Calorie needs differ depending on body composition and size, age, and activity of the person.

[2] U.S. RDA of 65 grams is used for this table. In labeling, a U.S. RDA of 45 grams is used for foods providing high-quality protein, such as milk, meat, and eggs.

[3] The percentage of the U.S. RDA shown for niacin will provide the RDA for niacin if the RDA for protein is met. Some niacin is derived in the body from tryptophan, an amino acid present in protein.

[4] To be added to the percentage for the girl or woman of the appropriate age.

Source: U.S. Recommended Daily Allowance, "Food Labeling," Federal Register, vol. 38, no. 49, part II, March 14, 1973. Recommended Dietary Allowances, 8th ed. 1974, National Academy of Sciences, National Research Council.

COURSE: FOODS AND NUTRITION

Instructional Aid 3. Personal Daily Needs

DIRECTIONS: After filling in your personal data, use the Percentages of U.S. RDA, Instructional Aid 2, to complete your personal daily nutritional needs.

Personal Data

NAME:______________________________ SEX: MALE/FEMALE

AGE:______________

Personal Daily Nutritional Needs

CALORIES________________________

VITAMIN A_______________________

THIAMIN_________________________

NIACIN__________________________

IRON____________________________

PROTEIN_________________________

VITAMIN C_______________________

RIBOFLAVIN______________________

CALCIUM_________________________

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FOODS AND NUTRITION

MATHEMATICS
STANDARD I - The student will add and subtract and multiply fractions.
SKILL 69 - Add two mixed numbers less than 100 with denominators of 2, 3, 4, 5, 6, 8, or 10.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

5.0 The Recipe
- 5C. Equivalents, Substitutions and Alterations
- 5D. Measuring Ingredients

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Adds fractions to alter a recipe.

T.P.O. Given a recipe with a specific yield, use addition skills to increase the recipe to a greater yield with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. View teacher demonstration on increasing a recipe. Then practice procedures demonstrated for doubling the yield of a recipe. Use the blackboard for computations and actual equipment and ingredients in the foods lab.

Activity 3. Complete Instructional Aid 2, Doubling Ingredients for Cream of Tomato Soup Recipe.

Activity 4. Complete the worksheet Recipe Arithmetic, Instructional Aid 3.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: FOODS AND NUTRITION

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Use the recipe below to answer the questions. Write the letter of the correct response in the space provided.

Broccoli in Cheese Custard

2 cups chopped, cooked broccoli
3/4 cup grated Cheddar Cheese
3 eggs
1-2/3 cups milk
1/2 teaspoon salt
1/4 teaspoon pepper

Yield: six servings

________ 1. To double this recipe, how much grated cheddar cheese should be measured?

a. 3/4 cup
b. 6/8 cup
c. 1-1/4 cups
d. 1-1/2 cups

________ 2. How much milk should be measured when doubling this recipe?

a. 3-2/3 cups
b. 3-1/3 cups
c. 2-2/3 cups
d. 2-1/3 cups

________ 3. To double the recipe for Broccoli in Cheese Custard, how much salt would be needed?

a. 1/2 teaspoon
b. 2/4 teaspoon
c. 1 teaspoon
d. 1-1/2 teaspoons

________ 4. How much pepper should be measured when doubling the yield of this recipe?

a. 1/4 teaspoon
b. 1/2 teaspoon
c. 2/8 teaspoon
d. 1/3 teaspoon

________ 5. To triple this recipe, how much grated cheddar cheese should you measure?

a. 2-1/4 cups
b. 2-1/2 cups
c. 2-3/4 cups
d. 2-7/8 cups

COURSE: FOODS AND NUTRITION

Instructional Aid 2. Doubling the Ingredients for Cream of Tomato Soup Recipe

DIRECTIONS: Below are the ingredients for a Cream of Tomato Soup recipe. Increase the yield of the recipe by doubling the amount of each ingredient.

ITEM	GIVEN AMOUNT	DOUBLED AMOUNT
1. Milk	4-1/3 cups	
2. Bread Crumbs	1/2 cup	
3. Onion	3/4 cup	
4. Bay Leaf	1-1/2	
5. Sugar	1-1/4 teaspoons	
6. Tomatoes	2-3/8 cups	
7. Baking Soda	1/8 teaspoon	
8. Butter	3-2/3 tablespoons	

404 405

COURSE: FOODS AND NUTRITION

Instructional Aid 3. Recipe Arithmetic

DIRECTIONS: This recipe makes 4 dozen cookies. In Column A, figure out how much you will need of each ingredient to make 8 dozen cookies. In Column B figure out how much you will need of each ingredient to make 12 dozen cookies.

Column A 8 dozen cookies		Column B 12 dozen cookies

ROLLED SUGAR COOKIES

1. ______________	2-1/2 Cups all-purpose flour	9. ______________
2. ______________	1-1/3 teaspoon baking powder	10. ______________
3. ______________	1 teaspoon salt	11. ______________
4. ______________	3/4 cups shortening	12. ______________
5. ______________	1-1/4 cups sugar	13. ______________
6. ______________	2 eggs	14. ______________
7. ______________	1/2 teaspoon vanilla	15. ______________
8. ______________	1/3 cup nuts	16. ______________

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FOODS AND NUTRITION

MATHEMATICS

STANDARD M - The student will measure time, temperature, distance, capacity, and mass/weight.

SKILL 94 - Determine capacity by measuring quantities in milliliters.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

5.0 The Recipe
    5C. Equivalents, Substitutions and Alterations
    5D. Measuring Ingredients

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Determines metric measurement equivalents in recipes.
T.P.O.	Given recipes which are not metric and given a metric measures equivalent chart, determine quantities of ingredients in metric measures with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Use the Metric Measures Worksheet, Instructional Aid 2, to practice measuring with metric and non-metric equipment in the foods lab.
*NOTE FOR TEACHER: Activities may be set up in work stations.

Activity 3. Convert to metric the Recipe for Sour Milk Pancakes, Instructional Aid 3, and then prepare the recipe using metric measures.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: FOODS AND NUTRITION

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Use the chart below to answer the following multiple choice questions. Place the letter of the correct response in the space provided.

Cooking Measure Equivalents

1 cup = 250 milliliters
1/2 cup = 125 milliliters
1/3 cup = 83 milliliters
1/4 cup = 63 milliliters

1 teaspoon = 5 milliliters
1 Tablespoon = 15 milliliters
1 quart = 1-1/8 liters
1 gallon = 4-1/2 liters

________ 1. To make a custard pudding, you need 1-1/2 cups of milk. How much milk is needed using metric measure?

a. 250 milliliters
b. 275 milliliters
c. 325 milliliters
d. 375 milliliters

________ 2. If a pitcher contains 1000 milliliters of punch, then how many cups of punch are in the pitcher?

a. 1 cup
b. 2 cups
c. 4 cups
d. 5 cups

________ 3. To make chocolate chip cookies you need 3 teaspoons of water. Change the amount to the metric equivalent.

a. 5 milliliter
b. 10 milliliters
c. 15 milliliters
d. 20 milliliters

________ 4. For chocolate chip cookies you also need 2/3 cup of brown sugar. Change the amount to the metric equivalent.

a. 126 milliliters
b. 146 milliliters
c. 166 milliliters
d. 186 milliliters

________ 5. To make lemonade you need 3 quarts of water. Change the amount to the metric equivalent.

a. 3-3/8 liters
b. 3-1/4 liters
c. 3-1/8 liters
d. 2-1/8 liters

COURSE: FOODS AND NUTRITION

Instructional Aid 2. Metric Measure Worksheet

DIRECTIONS: Individually or in small groups, find the equivalent of the measurements given in milliliters.

1. Measure the following amounts of water in the liquid measuring cup or measuring spoons. Then pour each amount into the liquid measuring milliliter and identify the equivalent number of milliliters.

1 cup = __________ milliliters
1/3 cup = __________ milliliters
1 teaspoon = __________ milliliters
1 pint = __________ milliliters
1/2 cup = __________ milliliters
1/4 cup = __________ milliliters
1 tablespoon = __________ milliliters

2. Measure the following amounts of flour in the dry measuring cups and spoons. Then remeasure each amount of flour in the dry measuring milliliters to determine the equivalent number of milliliters.

1 cup = __________ milliliters
1/3 cup = __________ milliliters
1 teaspoon = __________ milliliters
1/2 teaspoon = __________ milliliters
1/2 cup = __________ milliliters
1/4 cup = __________ milliliters
1 tablespoon = __________ milliliters

Instructional Aid 3. Recipe for Sour Milk Pancakes

Sour Milk Pancakes

1 cup sour milk or buttermilk (= __________ milliliters)

1 egg

1 tablespoon sugar (= __________ milliliters)

1 cup sifted flour (= __________ milliliters)

1 teaspoon baking soda (= __________ milliliters)

1/2 teaspoon salt (= __________ milliliters)

1 tablespoon oil (= __________ milliliters)

Put all ingredients into a bowl or blender. Mix until just well blended. Cook on lightly greased griddle till just browned, turning only once.

Yield: 8 to 10 pancakes

COOKING MEASURE EQUIVALENT

1 cup = 250 milliliter

1/2 cup = 125 milliliters

1/3 cup = 83 milliliters

1/4 cup = 63 milliliters

1 teaspoon = 5 milliliters

1 Tablespoon = 15 milliliters

1 quart = 1-1/8 liters

1 gallon = 4-1/2 liters

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FOODS AND NUTRITION

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*****************************************************
*                   MATHEMATICS                     *
* STANDARD K - The student will multiply and        *
*              divide decimals.                     *
*   SKILL 79 - Divide two numbers, each having      *
*              no more than two decimal places.     *
*****************************************************
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FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

9.0 Consumer in the Market Place
    9F. Unit Pricing

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Divides decimals to determine unit prices of groceries for comparison shopping.

T.P.O. Given a shopping list of ten items and a choice of three products for each item, identify the best buy for each item by determining the unit price of each product. Division of decimals with 90% accuracy is required.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Teacher will display a selected group of grocery items, each with a display card showing cost and total units (such as: Peaches 6.5 ounces, 79¢). Teacher will demonstrate how to calculate the unit price for one item. Students will then calculate unit prices for the remainder of the items using Instructional Aid 2, Worksheet for Calculating Unit Prices.

Activity 3. Complete the Price Comparison Chart, Instructional Aid 3. Use grocery items displayed in class, or visit a grocery store to record the information and compute the unit prices.

LEARNING ACTIVITIES (continued)

Activity 4. In small groups, select a grocery item which comes in a variety of sizes and brands such as vegetable oil, macaroni, canned tuna, canned tomatoes, canned pineapple, or peanut butter. On a chart, record the brand name, the weight or measure, and the price. Calculate the cost per unit of at least five different sizes or brands of the item your group selected. Present your findings to the class for discussion. The Brand Name Comparison Chart, Instructional Aid 4, may be used.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: FOODS AND NUTRITION

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Answer each of the following multiple choice questions by writing the letter of the correct response in the space provided. Work out division problems on back of paper.

________ 1. Lois wants to buy a bag of dry dog food for her dog. How much would she pay per pound if she bought the 5.5 pound bag for $2.20?

a. $.04
b. $.40
c. $.44
d. $.55

$5.5\,\overline{)\,\$2.20}$

________ 2. Todd is buying an 11.5 ounce can of tomato soup which costs 23¢. How much is he paying per ounce?

a. $.20
b. $.15
c. $.05
d. $.02

________ 3. Eddie bought a cake mix weighing 18.5 ounces for 79¢. How much did he pay per ounce?

a. $.04
b. $.14
c. $.34
d. $.43

________ 4. Nina is purchasing caraway seed for her rye bread recipe. Which of the following is the better value per ounce?

French's 2.4 ounces for $1.68
Spice Islands 2.1 ounces for $1.39

a. French's
b. Spice Islands
c. Both cost the same per ounce

________ 5. Judy wants to buy fruit drink for a picnic. It comes in 33.8 ounce bottles for $.63 or in a six-pack with 10-ounce bottles for $2.09 for the six-pack. Which way is the cost per ounce lower?

a. 33.8 ounce bottle
b. six-pack
c. Both cost the same per ounce

COURSE: FOODS AND NUTRITION

Instructional Aid 2. Worksheet for Calculating Unit Prices

DIRECTIONS: Using the display of grocery items, list each item in Column A, the cost in Column B, the total units in each item in Column C. Use Column D to divide and write the answer (unit price) in Column E.

Column A	Column B	Column C	Column D	Column E
Grocery Item	Cost	Total Units	Calculations	Unit Price
Example:				
1. Peaches	$.79	6.5 ounces	.12 6.5.)7.90 65 140 130 10	1. $.12
2.				2.
3.				3.
4.				4.
5.				5.
6.				6.

COURSE: FOODS AND NUTRITION

Instructional Aid 3. Price Comparison Chart for Foods

DIRECTIONS: Complete the price comparison chart by recording the price and size of each food item, fresh, canned and frozen. Compute the cost per unit for each item to determine which item is the best buy.

	FRESH			CANNED			FROZEN		
FOOD	PRICE	SIZE	COST PER UNIT	PRICE	SIZE	COST PER UNIT	PRICE	SIZE	COST PER UNIT
Carrots									
Peas									
Chicken									
Rolls									
Peaches									
Onions									
Orange Juice									

COURSE: FOODS AND NUTRITION

Instructional Aid 4. Brand Name Comparison Chart

DIRECTIONS: Record the brand name, weight or measurement, and price on the chart. Calculate the cost per unit of at least five different sizes or brands.

BRAND NAME	WEIGHT OR MEASUREMENT	PRICE	UNIT PRICE
Vegetable Oil			
1. Brand A________________			
2. Brand B________________			
3. Brand C________________			
4. Brand D________________			
5. Brand E________________			
Canned Tuna			
1. Brand A________________			
2. Brand B________________			
3. Brand C________________			
4. Brand D________________			
5. Brand E________________			

COURSE: FOODS AND NUTRITION

Instructional Aid 4. Brand Name Comparison Chart (continued)

BRAND NAME	WEIGHT OR MEASUREMENT	PRICE	UNIT PRICE
Peanut Butter			
1. Brand A____________			
2. Brand B____________			
3. Brand C____________			
4. Brand D____________			
5. Brand E____________			
Canned Tomatoes			
1. Brand A____________			
2. Brand B____________			
3. Brand C____________			
4. Brand D____________			
5. Brand E____________			
Canned Pineapples			
1. Brand A____________			
2. Brand B____________			
3. Brand C____________			
4. Brand D____________			
5. Brand E____________			

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FOODS AND NUTRITION

MATHEMATICS

STANDARD T - The student will solve measurement problems.

SKILL 140 - Determine the elapsed time between two events stated in seconds, minutes, hours, days, weeks, months or years.

FLORIDA CURRICULUM FRAMEWORK	TARGET BASIC SKILLS AREAS	
CONCEPTS/SUBCONCEPTS		COMPETENCIES/TPO'S
10.0 Resource Management 10A. Time	Competency	Determines elapsed time related to management of time in meal planning and preparation.
	T.P.O.	Given a menu plan which includes preparation and cooking times for each item, work out a preparation timetable and schedule for a foods lab group or a family. Timetable and schedule must include correct elapsed time between tasks.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Complete the Meal Preparation Timetable, Instructional Aid 2. Use the same format to construct additional charts based on menus planned for foods lab preparation.

Activity 3. Working alone or with a group, complete the Meal Preparation Schedule, Instructional Aid 3. Complete additional charts based on menus planned for foods lab preparation.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: FOODS AND NUTRITION

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Using the menu plan with preparation times given below, answer the multiple choice questions by writing the letter of the correct response in the space provided.

The Thompson family will be having the following meal for dinner at 7:00 p.m.:

Food	Preparation Time
Pot Roast	3 hours, 15 minutes
Boiled Potatoes	25 minutes
Broccoli	15 minutes
Heat and Serve Rolls	10 minutes
Mixed Lettuce Salad	10 minutes

________ 1. When Joe Thompson arrives home from school at 3:00 it will be his responsibility to put the pot roast into the oven at the proper time. If the family eats dinner at 7:00, then what time should Joe put the roast into the oven?

a. 3:30
b. 3:45
c. 3:55
d. 4:00

________ 2. How much time will Joe have at home before he puts the pot roast into the oven?

a. 15 minutes
b. 30 minutes
c. 45 minutes
d. 1 hour

________ 3. When Mrs. Thompson arrives home from work at 5:20 p.m. how much time will she have until she has to start cooking the potatoes?

a. 15 minutes
b. 35 minutes
c. 1 hour
d. 1 hour 15 minutes

________ 4. At what time should Mrs. Thompson begin preparing the broccoli?

a. 6:30
b. 6:35
c. 6:45
d. 6:55

COURSE: FOOD AND NUTRITION

Instructional Aid 1. Pretest/Post-test (continued)

________ 5. Mr. Thompson's responsibility is making the salad for dinner. If he arrives home at 5:55 and prepares the salad immediately, how much time will he have before dinner to fold the laundry and read the newspaper?

a. 45 minutes
b. 55 minutes
c. 1 hour
d. 1 hour 5 minutes

COURSE: FOODS AND NUTRITION

Instructional Aid 2. Meal Preparation Timetable

DIRECTIONS: Complete the timetable below by computing total cooking and preparation time and the times to begin preparation for each food listed.

DINNER MENU - Meal to be served at 6 p.m.

Food	Preparation Time	Cooking Time	Total Time	Time to Begin Preparation
1. Meat Loaf	20 minutes	60 minutes		
2. Baked Potatoes	15 minutes	70 minutes		
3. Spinach Casserole	15 minutes	15 minutes		
4. Biscuits	20 minutes	12 minutes		
5. Waldorf Salad	30 minutes	-		
6. Milk	5 minutes	-		
7. Sherbert	5 minutes	-		

COURSE: FOODS AND NUTRITION

Instructional Aid 3. Meal Preparation Schedule

DIRECTIONS: Use the completed Timetable, Instructional Aid 2 (or one selected by teacher), to make a schedule which could be followed for the preparation of that meal. This can be done individually or with a group so that specific tasks could be assigned to each member.

MEAL PREPARATION SCHEDULE

Time	Activity	Person
6:00 p.m.	Meal to be served	

COURSE: FOODS AND NUTRITION

ANSWER KEY

Page 161
Pretest/Post-test

1. opinion
2. opinion
3. fact
4. fact
5. fact
6. opinion
7. fact
8. fact
9. opinion
10. fact

Page 166
Pretest/Post-test

1. d
2. e
3. b
4. a
5. d
6. d
7. b
8. b
9. c
10. e

Page 169
Recipe Abbreviation Worksheet

1. c
2. g
3. n
4. k
5. m
6. o
7. d
8. l
9. i
10. p
11. a
12. j
13. h
14. e
15. r
16. b

Page 172
Pretest/Post-test

1. c
2. b
3. d
4. a
5. b

Page 175
Classifying Ingredients

1. B-C, X, X
2. V-F, V-F, X
3. B-C, V-F, V-F

Page 177
Pretest/Post-test

1. c
2. a
3. c
4. c
5. d
6. a

Page 178
Classifying Foods

1. B-C, V-F, MT
2. MT, X, B-C, X
3. MT, MK
4. MT, MK, B-C
5. MT, B-C, X, MK
6. MT, B-C, X
7. MT, B-C, X
8. V-F, MK
9. MT, B-C, V-F, X, V-F, V-F
10. MT, X, V-F, B-C

Page 182
Pretest/Post-test

1. c
2. b
3. a
4. d
5. c

Page 185
Ham and Potatoes Spelling

1. teaspoon
2. baking
3. potato
4. drain
5. sprinkle
6. cheese
7. continue
8. package
9. boiling
10. servings

COURSE: FOODS AND NUTRITION

ANSWER KEY (continued)

Page 187
Pretest/Post-test

1. d
2. c
3. c
4. a
5. b

Page 189
Milk Product Percentages

	Calories	Protein	Calcium
1.	600	64%	144%
2.	240	32%	72%
3.	258	48%	108%
4.	39	-	25.5%
5.	480	112%	56%
6.	360	62.5%	130%

Page 191
Pretest/Post-test

1. c
2. c
3. b
4. b
5. b

Page 195
Pretest/Post-test

1. d
2. b
3. c
4. b
5. a

Page 197
Recipe Arithmetic

Column A

1. 5
2. 2-2/3
3. 2
4. 1-1/2
5. 2-1/2
6. 4
7. 1
8. 2/3

Column B

9. 7-1/2
10. 4
11. 3
12. 2-1/4
13. 3-3/4
14. 6
15. 1-1/2
16. 1

Page 196
Doubling Ingredients

1. 8-2/3 cups
2. 1 cup
3. 1-1/2 cups
4. 3
5. 2-1/2 teaspoons
6. 4-3/4 cups
7. 1/4 teaspoon
8. 7-1/3 teaspoons

Page 199
Pretest/Post-test

1. d
2. c
3. c
4. c
5. a

Page 201
Metric Recipe for Sour Milk Pancakes

1. 250 milliliters
2. 15 milliliters
3. 250 milliliters
4. 5 milliliters
5. 2½ milliliters
6. 15 milliliters

COURSE: FOODS AND NUTRITION

ANSWER KEY (continued)

Page 204
Pretest/Post-test

1. b
2. d
3. a
4. b
5. a

Page 210
Pretest/Post-test

1. b
2. c
3. d
4. c
5. b

Page 212
Meal Preparation Timetable

	Total Time	Time to Begin
1.	1 hr. 20 minutes	4:40 p.m.
2.	1 hr. 25 minutes	4:35 p.m.
3.	30 minutes	5:30 p.m.
4.	32 minutes	5:28 p.m.
5.	30 minutes	5:30 p.m.
6.	5 minutes	5:55 p.m.
7.	5 minutes	5:55 p.m.

COURSE: FOODS AND NUTRITION

INSTRUCTIONAL RESOURCES

Publications

Dairy Council of California. Big Ideas in Nutrition Education: Consumer Program. 2775 Cottage Way, Suite 19, Sacramento, Calif., 95825, 1977.

Hillsborough County Schools. Fundamentals of Homemaking. Vocational Home Economics Guide. Tampa, Florida, 1979.

Kopan, Alice and Helan Kowtaluk. Food For Today. Charles A. Bennett Co., Inc., 1977.

Medved, Eva. The World of Food. Ginn and Company, 1970.

Piercey, Dorothy. Reading Activities in Content. Arizona State University. Allyn & Bacon, Inc., 1976.

West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions. Cedar Lakes Conference Center, Ripley, West Virginia, 25271.

Audio/Visuals

Florida State Department of Education. Consumer Decisions. Division of Vocational Education, Tallahassee, Florida, 1978.

TOOLS FOR INTEGRATING BASIC SKILLS INTO SELECTED ASPECTS OF THE CONSUMER AND HOMEMAKING PROGRAM

COURSE:

Housing and Home Furnishings

- * Reading, Writing, and Mathematics:
- * Standards and Skills
- * Concepts and Subconcepts
- * Competencies and Terminal Performance Objectives
- * Learning Activities and Instructional Aids
- * Pretests and Post-tests
- * Instructional Resources

INSTRUCTIONAL LEVELS

10-15

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: HOUSING AND HOME FURNISHINGS

READING

STANDARD A - The student will demonstrate knowledge of a basic vocabulary as determined by a specified word list.

SKILL 2 - Identify the meanings of frequently used words presented in context.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

3.0 Selecting Housing
3A. Types

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Comprehends connotative definitions of words used in housing.

T.P.O. Given a word list of Housing Terminology associated with housing options, determine the appropriate connotative definitions for each unit with 80% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Read the material and answer the questions in the Housing Student Manual.
NOTE FOR TEACHER: Refer to Instructional Resources.

Activity 3. In groups of four to six, participate in the game, "Rent or Buy Bingo", from the book Games.

Activity 4. From the audiovisual kit Consumer Decisions, Housing and Insurance, view Transparency #1 "Stages of Family Life Cycle" and participate in class discussion concerning "Family Housing Needs". View Transparency #2 "Advantages of Renting a Home" and Transparency #3 "Advantages of Owning a Home". Participate in class discussions on renting and owning a home.

Activity 5. Complete Post-test: "Renting and Buying a Home", pp. 101-103 in Teaching Manual Consumer Decisions.
NOTE FOR TEACHER: Refer to Instructional Resources.

COURSE: HOUSING AND HOME FURNISHINGS

LEARNING ACTIVITIES (cont'd)

Activity 6. Complete the Housing Vocabulary Worksheet (Instructional Aid 2).

Activity 7. Complete the Post-test (Instructional Aid 1).

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Write the letter of the correct response in the space provided.

________ 1. Choose the word that suggests a mobile home.

a. tie-downs
b. sublet
c. security
d. property tax
e. cooperative

________ 2. Choose the word that suggests home ownership.

a. double-wide
b. deed
c. manager
d. rent
e. piers

________ 3. Choose the word that suggests a rental unit.

a. property tax
b. condominiums
c. tenant
d. cooperatives
e. down payment

________ 4. Choose the word that suggests home ownership.

a. mortgage
b. lessee
c. expando
d. single wide
e. skirting

________ 5. Choose the word that suggests rental units.

a. sublet
b. title search
c. deed
d. interest rate
e. title

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 2. Housing Vocabulary Worksheet

DIRECTIONS: Using dictionary/textbooks or other instructional resources for definitions, place the following words or phrases under the appropriate headings.

rent
security
sublet
mortgage
title
piers
lessee
expando
property tax
manager
eviction
landlord
title search
interest rate
condominiums
skirting
single wide
tenant
deed
down payment
foreclosure
double-wide
cooperatives
tie-downs

VOCABULARY FOR MOBILE HOMES	VOCABULARY FOR HOME OWNERSHIP	VOCABULARY FOR RENTAL UNITS

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: HOUSING AND HOME FURNISHINGS

READING

STANDARD A - The student will demonstrate knowledge of a basic vocabulary as determined by a specified word list.

SKILL 2 - Identify the meanings of frequently used words presented in a context.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

4.0 Home Construction Features
4E. Energy Conservation.

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Comprehends literal definitions of words used in the area of energy conservation.
T.P.O.	Given a series of literal definitions associated with energy conservation and a choice of five possible energy words for each definition, choose the best word for each with 80% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Participate in class discussion on energy conservation with science teacher or other resource person.

Activity 3. Working in small groups: brainstorm and develop a word list of energy conservation terms. Feedback to group. Turn in word list to teacher to compile into one list.

Activity 4. Working in groups of two, with the word list on energy conservation and the dictionary, textbooks, pamphlets on energy, and the Glossary, Instructional Aid 2, find definitions for each word as it relates to energy conservation in housing. *NOTE FOR TEACHER: See Instructional Resources for suggested sources of information.

Activity 5. Complete Crossword Puzzle, (Instructional Aid 2), using vocabulary list and de-

LEARNING ACTIVITIES (continued)

Activity 5. (cont'd) finitions on energy conservation; or using the word list compiled in Activity 3 and the definitions from Activity 4, design a crossword puzzle.

Activity 6. Working in small groups, brainstorm and develop a list of ways to conserve energy at home. Compete in groups for the longest list. At the end of 15 minutes share group ideas.

Activity 7. Complete the Post-test (Instructional Aid 1).

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: In the space provided, write the letter of the word or words which best complete each statement.

HOME CONSTRUCTION FEATURES

________ 1. A system which uses the sun's energy to heat water is known as:

a. recycling
b. a skylight
c. a solar water heater
d. a microwave
e. weatherstripping

________ 2. A material used to prevent the transfer of heat and sound is:

a. insulation
b. ventilation
c. energy
d. fiberglass
e. an exhaust fan

________ 3. An automatic device for regulating temperature is known as a:

a. skylight
b. fan
c. water heater
d. solar water heater
e. thermostat

________ 4. To improve or ornament by the planting of trees, shrubbery, grass, gardens, etc. is:

a. ventilating
b. insulating
c. heating
d. landscaping
e. recycling

________ 5. A measurement of the rate at which electricity is used is:

a. a kilowatt
b. a volt
c. a watt
d. a microwave
e. solar energy

Instructional Aid 2. Glossary

1. Solar water heater - a system which uses the sun's energy to heat water.
2. Insulation - a material used to prevent the transfer of heat and sound.
3. Awning - a roof-like cover extended over or before a place as a shelter.
4. Fiberglass - spun glass.
5. Weatherstripping - a seal used around doors and windows.
6. Caulking - a sealant used to seal almost any crack or small opening.
7. Thermostat - an automatic device for regulating temperature.
8. Ventilation - circulation of air.
9. Recycle - reuse.
10. Exhaust - a device used for the withdrawal of stale air, fumes, dust, and odors from an enclosure.
11. Landscaping - to improve or ornament by the planting of trees, shrubbery, grass, gardens, etc.
12. Kilowatt - a measurement of the rate at which electricity is used.
13. Skylight - an opening covered with glass in a house roof to admit light.
14. Energy - power forcefully exerted.
15. Energy Conservation - the wise and economical use of the products and services produced by energy.

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 3. Energy Crossword Puzzle

Across

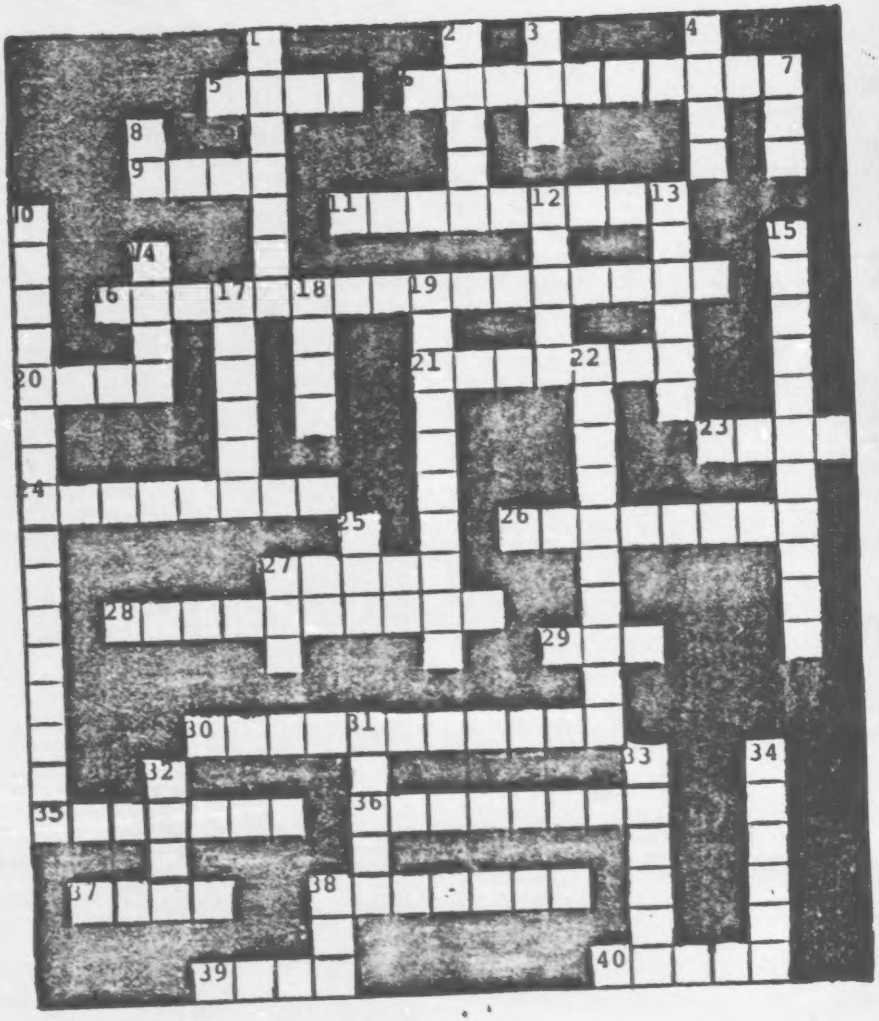
5. A material used to produce heat or power.
6. Spun glass.
9. A form of energy found in the United States.
11. A method of cooking that uses less energy than a conventional oven.
16. A system which uses the sun's energy to heat water.
20. Warm air.
21. In cold climates ________ fuel becomes a major part of the budget.
23. When washing clothes, use ________ water to conserve energy.
24. A glassed opening in the roof to admit sunlight.
26. 1000 watts.
28. This should be set higher in the summer and lower in the winter to conserve energy.
29. The United States buys much of its ________ from the Middle East.
30. Using trees, shrubbery, gardens, etc., to adorn or improve.
35. A combination of gasoline and alcohol used as a fuel.
36. One type of metal that can be recycled is ________.
37. A means of transportation that saves energy.
38. Re-use.
39. A microwave ________ saves time, energy, and heat.
40. A device to measure the amount of electricity used.

Down

1. A form of energy produced by splitting atoms.
2. An energy saver used to control the amount of electricity used.
3. A country to the south of the United States that produces oil and petroleum (abbreviation).
4. Opposite of cool.
7. Source of solar energy.
8. In the summer turn the ________ to 78 F. (abbreviation).
10. Material used around doors, windows, and other openings to prevent transfer of heat.
12. A grain used as energy by animals is ________.
13. The ability to do work or make things move.
14. A unit of electric potential.
15. Movement of air.
17. A covering over windows and doors to protect from heat, rain, etc.
18. A unit of measurement of electrical power.
19. Removes stale air, odors, and fumes from enclosed areas.
22. Method used in preventing the transfer of heat.
25. A type of fuel used by cars.
27. A short form of the word ampere.
31. Stratified rock that can be used for fuel.
32. To conserve energy and get exercise, ________ to school.
33. Unit for expressing the strength of an electric unit.
34. In the ________ set your thermostat lower.
38. To save energy, time, and get your daily exercise, don't drive or walk, but ________.

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 3. Energy Crossword Puzzle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PROGRAM: CONSUMER AND HOMEMAKING
COURSE: HOUSING AND HOME FURNISHINGS

****
* READING *
* STANDARD C - The student will demonstrate *
* literal comprehension skills. *
* SKILL 16 - Follow written directions. *
****

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

4.0 Home Construction Features
4E. Energy Conservation

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Comprehends written directions to complete a task in energy conservation.
T.P.O.	Given written directions for using a solar film kit and all necessary supplies, complete the task of application of solar film on a window in the classroom. Completed task must meet a list of teacher established criteria.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Working in small groups, conduct an assigned Experiment in Energy Conservation, (Instructional Aids 2 through 7). Report findings to the class.

Activity 3. After observing a demonstration by a resource person or teacher on applying solar film, complete Instructional Aid 8, Steps in Applying Solar Film.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Read the steps in solar film application. In the space provided, write the letter of the response which answers the question or completes the statement.

Steps in Solar Film Application

________ Step 1. CLEAN WINDOW. To prepare the window surface, shut off cooling or heating units that could blow dust. Clean glass thoroughly with a window cleaner or detergent solution. While the window is still wet, scrape the entire surface of the glass with a razor blade. Rinse the window with clear water and squeegee dry. Be sure all edges and corners are extra clean.

Clean the glass thoroughly with:

a. a window cleaner
b. cleanser
c. an ammonia solution
d. a vinegar solution
e. furniture polish

________ Step 2. CUT FILM TO WINDOW SIZE. For residential and commercial windows, place the film on a clean, flat surface. Using a straight edge and razor blade, precut the film about 1" larger than the window on all sides. For vehicle windows trace the shape of the vehicle windows on paper, then cut a pattern 1/16" smaller than the window on all sides. Using the pattern, cut the film to the shape of the window. Make a water solution by adding a few drops of mild detergent or a wetting agent to approximately 8 ounces of water in a clean spray bottle.

For vehicle windows, the pattern for the film should be how much smaller than the window?

a. 1/6 inch.
b. 1/16 inch.
c. 3/6 inch.
d. 2/6 inch.
e. 1/4 inch.

Instructional Aid 1. Pretest/Post-test (continued)

________ Step 3. PLACE FILM ON WINDOW. Line up the top edge of the film with the top edge of the glass. Place the wet adhesive surface against the wet glass. Carefully position the film so that it overlaps the window on all sides. Be sure there are no large wrinkles. Handle the material carefully - water or air bubbles will be forced out with the squeegee but creases cannot be removed.

When placing the film on the window in this step, line up the top edge of the film with the:

a. bottom of the glass.
b. right side of the glass.
c. left side of the glass.
d. top of the glass.
e. middle of the glass.

________ Step 4. WET OUTSIDE OF FILM SQUEEGEE. Spray water solution on the entire surface of the film to lubricate it. This makes the film easy to squeegee. Start at the middle top and work toward the edge of the window using short strokes. Work from top to bottom. Keep the outside surface of the film moist while using the squeegee. Apply adequate pressure to remove all large air bubbles and pools of water. Do not try to squeegee to edges until after the film has been trimmed.

In Step 4, after spraying the water solution on the entire outside surface of the film to lubricate it, use the squeegee to remove all air bubbles and pools of water. Start at the:

a. middle top and work toward the edges using long strokes.
b. middle and work toward the edges using short strokes.
c. middle and work toward the edges using long strokes.
d. middle bottom and work toward the edges using short strokes.
e. middle top and work toward the edge using short strokes.

________ Step 5. TRIM EDGES, REWET FILM, SQUEEGEE AGAIN. Trimming is done with a razor blade and a straight edge. Trim so that about 1/16" clearance is left between the edge of the film and the molding. Rewet the entire surface of the film for a final squeegeeing. Starting at the top, as before, squeegee the entire window area slowly and firmly, removing all air bubbles and excess water. Use a soft towel to remove any water by gently blotting the edges.

In this step, which pieces of equipment are used to trim the solar film after it has been applied to the window?

a. scissors and a straight edge.
b. a sharp knife and a straight edge.
c. a razor blade and a straight edge.
d. a putty knife and a straight edge.
e. shears and a straight edge.

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COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid Experiments in Energy Conservation

COVERED VERSUS NON-COVERED PANS IN COOKERY

Materials Needed:
- Hot Plate
- Pan with lid
- Clock or watch
- Water
- Styrofoam cups

Procedures:

1. Heat the hot plate.
2. Put 2 cups of water in a pot with no lid.
3. Start timing when placing the pan on the hot plate.
4. Check timing when placing the pan on the hot plate. How much time does it take for the water to boil vigorously?
5. Empty the pan and let it cool. Add 2 cups of water and cover the pan. Begin timing again when you put the pan on the hot plate. How long does it take for the water to boil?

DID COVERING THE PAN SAVE ENERGY?

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 3. Experiments in Energy Conservation

SEEKING OUT HIDDEN DRAFTS IN YOUR HOME

Materials Needed: Pencil
Scotch Tape
Plastic food wrap

Procedures:

1. Make a draftometer by cutting a 12 cm. by 25 cm. strip of plastic food wrap.
2. Tape to the pencil.
3. Blow the plastic gently to see how freely it responds to air movement.
4. Test your home for air leakage by holding the draftometer near the edges of windows and doors.
5. If you have a fireplace, test the fireplace with the damper open and closed.

DO YOU HAVE ANY DRAFTS IN YOUR HOME?

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 4. Experiments in Energy Conservation

WHAT IS THE MOST EFFICIENT MATERIAL FOR INSULATION?

Materials Needed:

1. 100 watt bulb in a ceramic socket.
2. Insulating and non-insulating materials: wood, aluminum foil, fiberglass (3" or 4"), glass, metal, newspaper, heavy cloth, etc.
3. Four thermometers, cardboard box, clock or watch.
4. Masking tape.

Procedures:

1. Cut windows in all 4 sides of the cardboard box leaving the top solid.

2. Place the light in the center of the box.

3. Tape thermometers on the outside of the box.

4. Tape four (4) insulating materials over the windows on the inside of the box, then tape a thermometer to the outside of each insulating material and record before and after temperatures.

5. Turn the lamp on for 5 minutes and record the rise in temperature for each material. Record the results.

WHICH ARE THE MOST EFFICIENT INSULATORS AND TO WHAT DEGREE IS EACH BETTER OR WORSE?

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 5. Experiments in Energy Conservation

ENERGY SAVING EGG COOKERY

Materials Needed: Two eggs
Two saucepans with lids.

Procedures:

1. Bring two pans of water to a boil.
2. Place an egg in each and put each one on the same size burner on a stove.
3. Set one burner to the highest heat and the other to simmering.
4. Time them for three minutes, then pour the water out of both at the same time.

IS ONE EGG COOKED MORE THAN THE OTHER?

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 6. Experiments in Energy Conservation

WHICH COLOR HOLDS HEAT LONGEST?

Materials Needed:
- Four juice cans
- Poster paint: white, black green and red
- Hot water, close to boiling
- Four thermometers
- Food colors

Procedures:

1. Paint each cup a different color (white, black, green and red).
2. Fill each cup with the same amount of water.
3. Add red food color to the red cup; green food color to the green cup; add food colors together to get black to the black cup.
4. Put a thermometer in each cup. Record the temperature every three minutes until the water cools.
5. Make a graph of the results.

WHICH COLOR HELD HEAT BEST?

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 7. Experiments in Energy Conservation

HOW WET OR DRY IS THE AIR IN YOUR ROOM?

Materials Needed: Two thermometers
Absorbent cotton cloth (about 4 cm. by 2 cm.)
Styrofoam cup

Procedures:

1. Make a hygrometer (an instrument for measuring humidity) to measure the amount of water in the atmosphere in a room.
2. Fill the cup 1/2 full of water and let it stand for at least one half hour to reach room temperature.
3. Wrap one thermometer with the absorbent cotton cloth and place it in the cup of water.
4. Use the dry thermometer to measure the air temperature of the room.
5. Record the temperature of each thermometer.
6. Fan each thermometer for one minute and record the temperature again.
7. Find the relative humidity by using the chart on the following page.

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 7. Experiments in Energy Conservation (continued)

RELATIVE HUMIDITY CHART

(°C) Dry-Bulb Temperature	Difference (°C) Between Dry-Bulb and Wet-Bulb Temperatures									
	1	2	3	4	5	6	7	8	9	10
-4	77	55	33	12						
-2	79	60	40	22						
0	81	64	46	29	13					
2	84	68	52	37	22	7				
4	85	71	57	43	29	16				
6	86	73	60	48	35	24	11			
8	87	75	63	51	40	29	19	8		
10	88	77	66	55	44	34	24	15	6	
12	89	78	68	58	48	39	29	21	12	
14	90	79	70	60	51	42	34	26	18	10
16	90	81	71	63	54	46	38	30	23	15
18	91	82	73	65	57	49	41	34	27	20
20	91	83	74	66	59	51	44	37	31	24
22	92	83	76	68	61	54	47	40	34	28
24	92	84	77	69	62	56	49	43	37	31
26	92	85	78	71	64	58	51	46	40	34
28	93	85	78	72	65	59	53	48	42	37
30	93	86	79	73	67	61	55	50	44	39
32	93	86	80	74	68	62	57	51	46	41
34	93	87	81	75	69	63	58	53	48	43
36	94	87	81	75	70	64	59	54	50	45

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COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 8. Steps in Applying Solar Film

DIRECTIONS: After reading each step of the directions for applying solar film, write in the space provided the number indicating when each step should be done. When you have finished, the numbered directions should indicate the correct order for steps 1 through 7 in applying solar film.

________ a. CLEAN WINDOW. To prepare the window surface, shut off cooling or heating units that could blow dust. Clean glass thoroughly with a window cleaner or detergent solution. While the window is still wet, scrape the entire surface of the glass with a razor blade. Rinse the window with clear water and squeegee dry. Be sure all edges and corners are extra clean.

________ b. WET OUTSIDE OF FILM, SQUEEGEE. Spray water solution on the entire outside surface of the film to lubricate it. This makes the film easy to squeegee. Start at the middle top and work toward the edge of the window using short strokes. Work from top to bottom. Keep the outside surface of the film moist while using the squeegee. Apply adequate pressure to remove all large air bubbles and pools of water. Do not try to squeegee the edges until after the film has been trimmed.

________ c. CUT FILM TO WINDOW SIZE. For residential and commercial windows, place the film on a clean, flat surface. Using a straight edge and razor blade, precut the film about 1" larger than the window on all sides. For vehicle windows, trace the shape of the vehicle windows on paper, then cut a pattern 1/16" smaller than the window on all sides. Using the pattern, cut the film to the shape of the window. Make a water solution by adding a few drops of mild detergent or a wetting agent to approximately 8 ounces of water in a clean spray bottle.

________ d. WET THE FILM. Drench the adhesive coated side of the film. The water solution will not wash away the adhesive.

WET THE WINDOW. Apply the water solution generously, until beads of water run down the glass. The water solution will act as a lubricant and will not affect visibility. Rewet window areas before film is applied if it becomes dry.

Instructional Aid 8. Steps in Applying Solar Film (continued)

________ e. PLACE FILM ON WINDOW. Line up the top edge of the film with the top edge of the glass. Place the wet adhesive surface against the wet glass. Carefully position the film so that it overlaps the window on all sides. Be sure there are no large wrinkles. Handle the material carefully - water or air bubbles will be forced out with the squeegee, but creases cannot be removed.

________ f. REMOVE FILM BACKING. Attach a piece of tape to thefront and the back surface of the film at any corner. Pull the tape apart to start removal of the protective liner. Wet the exposed adhesive surface as you carefully remove the liner.

________ g. TRIM EDGES, REWET FILM, SQUEEGEE AGAIN. Trimming is done with a razor blade and a straight edge. Trim so that about 1/16" clearance is left between the edge of the film and the molding. Rewet the entire surface of the film for a final squeegeeing. Starting at the top, as before, squeegee the entire window area slowly and firmly, removing all air bubbles and excess water. Use a soft towel to remove any water by gently blotting the edges.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: HOUSING AND HOME FURNISHINGS

WRITING

STANDARD F - The student will fill out common forms.

SKILL 46 - Complete forms such as: driver's license; employee's withholding form; voter registration; entrance to military service, school, or a training program; insurance; credit; employment; income tax short form); and social security.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

3.0 Selecting Housing
  3B. Financing
  3C. Legal Aspects

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Applies correct procedures in filling out forms used to apply for a mortgage.

T.P.O. Given a case study of a beginning family and area newspapers, select a suitable home for sale. Using this information, complete the forms provided to apply for a home mortgage with 100% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Brainstorm types of lending agencies in your area, compiling a list of agencies. Using the yellow pages, compare the compiled list to other agencies included in the telephone book, making additions to brainstormed list.

Activity 3. View sample mortgage application forms from a variety of local lending agencies. (These forms can be supplied by the teacher or brought in by individual students). Work in a small group to practice filling in one form for a make-believe "John" or "Jane Doe". Make a list of questions or problems experienced in completing the form.

LEARNING ACTIVITIES (continued)

Activity 4. Listen to a resource person experienced in home mortgages (banker, real estate agent, mortgage broker, lawyer). Be prepared to discuss the questions and problems experienced in completing the mortgage form in Activity 3.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Read the case study and use the application form on the following page to answer the questions. Write the letter of the correct answer in the space provided.

CASE STUDY: Joseph and Ann Marie Martin are applying for an FHA mortgage at Financial Federal Savings and Loan Association in the amount of $48,750 for a townhouse located at 1950 Easy Street in Orlando. Joseph has been employed by Southern Bell Telephone and Telegraph for five years. Ann Marie has been employed at ABC Day Care Center for the past year.

________ 1. On which line would the Martins write Southern Bell Telephone and Telegraph?

a. line 15
b. line 16
c. line 17
d. line 18
e. line 19

________ 2. On line 3 the Martins write:

a. ABC Day Care Center
b. Orlando
c. $48,750
d. FHA
e. five years

________ 3. On which line would the Martins write 1950 Easy Street?

a. line 2
b. line 3
c. line 4
d. line 5
e. line 6

________ 4. On what line would the Martins write $48,750?

a. line 1
b. line 2
c. line 3
d. line 4
e. line 5

________ 5. On line 5 what would the Martins check as the purpose of their loan?

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a. purchase
b. construction-permanent
c. construction
d. refinance
e. other

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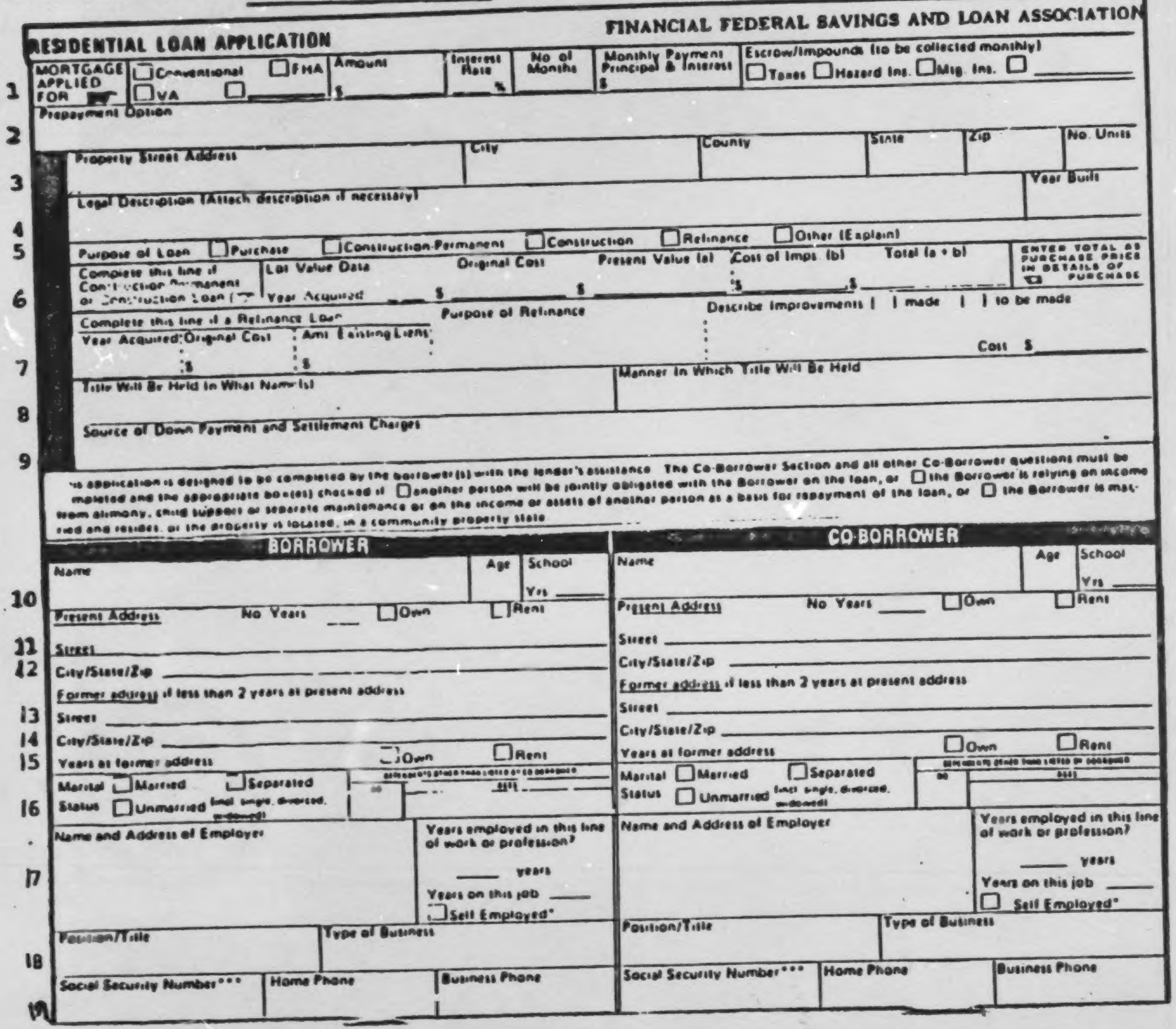
COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 1. Pretest/Post-test (continued)



FINANCIAL FEDERAL SAVINGS AND LOAN ASSOCIATION

RESIDENTIAL LOAN APPLICATION

1 MORTGAGE APPLIED FOR ☐ Conventional ☐ FHA ☐ VA ☐ ______ | Amount $ | Interest Rate ___% | No. of Months | Monthly Payment Principal & Interest $ | Escrow/Impounds (to be collected monthly) ☐ Taxes ☐ Hazard Ins. ☐ Mtg. Ins. ☐ ______

2 Prepayment Option

3 Property Street Address | City | County | State | Zip | No. Units

4 Legal Description (Attach description if necessary) | Year Built

5 Purpose of Loan ☐ Purchase ☐ Construction-Permanent ☐ Construction ☐ Refinance ☐ Other (Explain)

6 Complete this line if Construction-Permanent or Construction Loan | Lot Value Data | Year Acquired ____ | Original Cost $ ______ | Present Value (a) $ ______ | Cost of Imps. (b) $ ______ | Total (a + b) $ ______ | ENTER TOTAL AS PURCHASE PRICE IN DETAILS OF PURCHASE

Complete this line if a Refinance Loan | Year Acquired | Original Cost $ | Amt. Existing Liens $ | Purpose of Refinance | Describe Improvements [ ] made [ ] to be made | Cost $ ______

7 Title Will Be Held In What Name(s) | Manner In Which Title Will Be Held

8 Source of Down Payment and Settlement Charges

9 This application is designed to be completed by the borrower(s) with the lender's assistance. The Co-Borrower Section and all other Co-Borrower questions must be completed and the appropriate box(es) checked if ☐ another person will be jointly obligated with the Borrower on the loan, or ☐ the Borrower is relying on income from alimony, child support or separate maintenance or on the income or assets of another person as a basis for repayment of the loan, or ☐ the Borrower is married and resides, or the property is located, in a community property state.

BORROWER		CO-BORROWER
10 Name · Age · School Yrs ____		Name · Age · School Yrs ____
Present Address · No. Years ____ ☐ Own ☐ Rent		Present Address · No. Years ____ ☐ Own ☐ Rent
11 Street ______		Street ______
12 City/State/Zip ______		City/State/Zip ______
Former address if less than 2 years at present address		Former address if less than 2 years at present address
13 Street ______		Street ______
14 City/State/Zip ______		City/State/Zip ______
15 Years at former address ☐ Own ☐ Rent		Years at former address ☐ Own ☐ Rent
16 Marital Status ☐ Married ☐ Separated ☐ Unmarried (incl. single, divorced, widowed)		Marital Status ☐ Married ☐ Separated ☐ Unmarried (incl. single, divorced, widowed)
17 Name and Address of Employer · Years employed in this line of work or profession? ____ years · Years on this job ____ ☐ Self Employed*		Name and Address of Employer · Years employed in this line of work or profession? ____ years · Years on this job ____ ☐ Self Employed*
18 Position/Title · Type of Business		Position/Title · Type of Business
19 Social Security Number*** · Home Phone · Business Phone		Social Security Number*** · Home Phone · Business Phone

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: HOUSING AND HOME FURNISHINGS

WRITING
STANDARD G - The student will spell correctly.
SKILL 59 - Spell commonly used "consumer" words.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

3.0 Selecting Housing
- 3B. Financing
- 3C. Legal Aspects

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Identifies correctly spelled consumer words which relate to Housing.

T.P.O. Given five incomplete consumer sentences and four spelling choices for each missing word, identify the correct word for each sentence with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. While viewing the filmstrip, You, The Consumer list consumer words used in the filmstrip. After viewing, check each word for spelling in the dictionary.
NOTE FOR TEACHER: Refer to Instructional Resources for filmstrip information.

Activity 3. Brainstorm with the entire group and develop a word list of consumer words related to Housing, discussing their definitions. Break up into small groups of two or three students and complete the case study, Let's Buy A House (Instructional Aid 2), using the word list provided. Each group should check their own case study with the answer key for accuracy.

Activity 4. Write the words "Consumer Decisions" vertically on a piece of paper, one letter on each line. The object of the game is to make a consumer word beginning with each letter in the words, "consumer decisions".
NOTE FOR TEACHER: See Answer Key for sample of one possible solution to game.

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LEARNING ACTIVITIES (continued)

Activity 5. Write five consumer words, spelled correctly, on 3x5 cards. Collect all the cards and mix them up. Divide the class into two teams. Teams alternate spelling each consumer word given to the team. The team loses a member each time they misspell a word. At the end of fifteen to twenty minutes, the team with the most members wins the game.

Activity 6. Complete the Post-test (Instructional Aid 1).

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: In the space to the left of each number, write the letter of the correctly spelled word which completes the sentence.

______ 1. A mortgage on a home is a ______________ on the loan.

a. gurantee
b. garentee
c. guarante
d. guarantee

______ 2. When financing a home, be sure to shop for ______________.

a. credit
b. cridit
c. creadit
d. credet

______ 3. A written spending plan is called a ______________.

a. budgot
b. budget
c. budgit
d. buget

______ 4. A cancelled check can be used as a ______________ for a mortgage payment.

a. recipe
b. reciept
c. receipt
d. recipt

______ 5. Never buy household furnishings without reading the ______________.

a. liable
b. lable
c. ladle
d. label

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COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 2. Case Study - "Let's Buy A House"

DIRECTIONS: Complete the following case study using the word list given.

CASE STUDY:

Mr. and Mrs. George Marshall need a larger house for their three children. After reading the 1.____________ in the local newspaper and discussing the amount of 2.____________ the family could afford to spend, the family decided to look at some of the homes for 3.____________. Mr. and Mrs. Marshall had not 4.____________ housing in several years and were surprised to find how 5.____________ some of the homes were. Mr. Marshall went to a local 6.____________ agency to apply for a 7.____________ and was told his 8.____________ was good and that the 9.____________ would be happy to do business with him. The fact that Mr. and Mrs. Marshall each have a good job was 10.____________ on the loan. The 11.____________ explained the amount of 12.____________ and that the Marshalls would need to sign a 13.____________. The Marshalls have a 14.____________ at a local bank for the 15.____________. The 16.____________ payments will stay within the family 17.____________. The family decided on a house that would meet the 18____________ of the family. After the 19.____________ was made, everyone agreed that by careful planning and careful budgeting, good 20.____________ decisions were not difficult.

WORD LIST

advertisements
budget
consumer
contract
credit
decision
down payments
expensive
interest
lenders
lending
loan
loan officer
money
mortgage
needs
priced
sale
savings account
security

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: HOUSING AND HOME FURNISHINGS

MATHEMATICS
STANDARD K - The student will multiply and divide decimals.
SKILL 78 - Multiply two numbers each having no more than two decimal places.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

3.0 Selecting Housing
3B. Financing

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Use multiplication skills to determine the financial ability of the wage-earner to own and maintain a home.

T.P.O. Given a wage earner's weekly take home pay and a list of guidelines, determine the annual income and the approximate amount the wage-earner can afford to spend on the purchase of a home with 100% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Listen to a resource person explain financing a house, condominium, trailer, etc.

Activity 3. Participate in a class discussion on the Financial Guidelines for Selecting Housing, (Instructional Aid 2).

Activity 4. Compute annual income and approximate housing cost by completing Instructional Aid 3, Practice Exercises in Annual Income and Approximate Housing Cost.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Solve the following problems to determine how much each person or persons can afford to spend for a house. Use the following guideline: pay no more than 1.75 times annual family income. Write the letter of the correct answer in the space provided.
*NOTE FOR TEACHER: Update this figure as the economy changes.

________ 1. Mr. and Mrs. Joseph Martin plan to buy a two bedroom townhouse. They have a combined net income of $19,500. How much should they plan to spend for the townhouse?

a. $33,100
b. $33,125
c. $34,100
d. $34,125
e. $35,100

________ 2. Ms. Eleanor Ryan is planning to purchase a mobile home and lot in a new trailer park west of town. Her income after deductions is $14,650. She should spend no more than:

a. $25,025.50
b. $25,305.50
c. $25,325.50
d. $25,600.50
e. $25,637.50

________ 3. Jim Summers and Kathy Winters are planning to marry in September. Jim is working in construction and his take home pay yearly is $12,025. Kathy is a sales clerk at Lord & Taylor's and brings home $5,200 yearly. Their combined annual net income is $17,225. They plan to purchase housing. What price housing should they investigate?

a. $30,002.75
b. $30,143.75
c. $30,262.75
d. $30,602.75
e. $30,662.75

Instructional Aid 1. Pretest/Post-test (continued)

________ 4. John and Sue Davis have two sons and one daughter and are in the market for a larger home. John works for a local engineering firm where his annual take home pay is $41,520. How much should they spend for their new home?

a. $70,600
b. $71,660
c. $72,660
d. $73,660
e. $74,660

________ 5. Dave Springfield is taking home an annual salary of $9,600 on his new job. He'd like to purchase a duplex in an established area in the center of town near his job. How much could he plan to spend for the purchase of housing?

a. $16,500
b. $16,600
c. $16,700
d. $16,800
e. $16,900

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 2. Financial Guideline for Selecting Housing

GUIDELINES FOR DETERMINING THE COST OF A HOME

1. Pay no more than one and three-fourths (1.75) times annual family income after deductions.
2. Invest no more in a home than one hundred twenty five (125) times one week's take home salary or wages. For example, if the weekly earnings are $76, a house should cost approximately $9,400.
3. A monthly mortgage payment should not exceed 20% to 25% (percent) of monthly take home pay.
4. Allow 1% (percent) of the cost of the house on yearly upkeep for a new house and at least 2% (percent) for an older home.
5. A family can afford a house that costs 100 times a month's rent. If the rent is $200 per month, then purchasing a home costing $20,000 will not increase monthly housing expenses.

* NOTE FOR TEACHER: Update these figures as economy changes.

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COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 3. Practice Exercises in Annual Income and Approximate Housing Cost.

	Weekly Take-Home Pay	X 52 weeks	=	Annual Income	X 1.75	=	Approximate Cost of Home
Example:	$76.00	x 52	=	$3,952.00	x 1.75	=	$6,916.00
1.	$271.00						
2.	$190.00						
3.	$147.50						
4.	$325.48						
5.	$412.00						
6.	$538.10						
7.	$500.05						
8.	$ 99.00						
9.	$175.19						
10.	$230.40						

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: HOUSING AND HOME FURNISHINGS

MATHEMATICS
STANDARD L - The student will find percentages.
SKILL 80 - Find the percentage when given a whole number and a whole number percent less than 100.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

3.0 Selecting Housing
  3B. Financing

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency: Determine monthly and yearly mortgage payments by multiplying decimals and percents.

T.P.O. Given the wage-earner's annual income and a list of guidelines, determine the yearly and monthly mortgage payment according to the guidelines, with 80% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Compute monthly and yearly mortgage payments according to Instructional Aid 2.

Activity 3. Complete the Post-test (Instructional Aid 1).

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COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Using the following guideline, determine the monthly mortgage payment for each case study. A monthly mortgage payment should not exceed 25% of the monthly net income. Write the letter of the correct answer in the space provided.
* NOTE FOR TEACHER: Update guideline as economy changes.

________ 1. Dave Springfield takes home $800 each month. How much is the maximum he could afford for his monthly mortgage payment?

a. $150
b. $160
c. $175
d. $195
e. $200

$800
x .25

________ 2. Mr. and Mrs. Joseph Martin take home $1,625 each month. The maximum they should pay for their monthly mortgage payment is:

a. $400.25
b. $406.00
c. $406.25
d. $410.00
e. $410.25

$1,625
x .25

________ 3. Eleanor Ryan takes home $1,220 monthly. Her monthly mortgage payment should not exceed:

a. $205.00
b. $215.00
c. $304.00
d. $305.00
e. $315.00

________ 4. Jim Summers and Kathy Winters have a combined monthly take home income of $1,435. When they purchase their home, their mortgage payment should not exceed:

a. $300.75
b. $308.75
c. $350.75
d. $358.75
e. $388.75

________ 5. John and Sue Davies have a monthly net income of $3,460. The monthly mortgage payment on their home should not exceed:

a. $875.00
b. $865.00
c. $855.00
d. $850.00
e. $845.00

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 2. Practice Exercises in Computing Monthly and Yearly Mortgage Payments According to a Given Guideline.
* NOTE FOR TEACHER: The problems below can be divided among students.

GUIDELINE: A monthly mortgage payment should not exceed 25% of monthly take home pay.

ANNUAL INCOME MONTHLY INCOME MONTHLY MORTGAGE PAYMENT YEARLY MORTGAGE PAYMENT

Example: $8,000 (÷ 12 mo.)= 666.66 (x .25%) = $166.67 (x 12 mo.) = $1,999.98

1. $12,000 (÷ 12 mo.)=______ (x .25%) = ______ (x 12 mo.) = ________

2. $15,000 (÷ 12 mo.)=______ (x .25%) = ______ (x 12 mo.) = ________

3. $13,950 (÷ 12 mo.)=______ (x .25%) = ______ (x 12 mo.) = ________

4. $16,522 (÷ 12 mo.)=______ (x .25%) = ______ (x 12 mo.) = ________

5. $18,413 (÷ 12 mo.)=______ (x .25%) = ______ (x 12 mo.) = ________

6. $96,000 (÷ 12 mo.)=______ (x .25%) = ______ (x 12 mo.) = ________

7. $ 9,650 (÷ 12 mo.)=______ (x .25%) = ______ (x 12 mo.) = ________

8. $10,115 (÷ 12 mo.)=______ (x .25%) = ______ (x 12 mo.) = ________

9. $12,224 (÷ 12 mo.)=______ (x .25%) = ______ (x 12 mo.) = ________

10. $14,316 (÷ 12 mo.)=______ (x .25%) = ______ (x 12 mo.) = ________

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: HOUSING AND HOME FURNISHINGS

MATHEMATICS
STANDARD L - The student will find percentages.
SKILL 80 - Find the percentage when given a whole number and a whole number percent less than 100.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

3.0 Selecting Housing
  3D. Upkeep

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Determines the cost of the upkeep for houses by multiplying percents.
T.P.O.	Given the cost of new and older homes and a list of guidelines, determine the amount of money that should be budgeted for the upkeep on a house, according to the guidelines, with 80% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Formulate a budget for the upkeep of a home by completing Instructional Aid 2.

Activity 3. In small groups, make up problems determining the cost of upkeep for older homes, writing problems on 3x5 cards with answers on the opposite side. One student will flash the problems to the other students to determine who can solve the problem first. After problems have been placed on cards, set a time limit on play.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Solve the following problems using the guidelines given. Write the letter of the correct answer in the space provided.

GUIDELINES: Allow 1% of the cost of the house on yearly upkeep for a new home and at least 2% for an older home.

Examples:

Cost of new home: $37,500
Upkeep for a new home = 01% = .01
$37,500
x .01
$375.00 upkeep for one year

Cost of an older home = $23,750
Upkeep for an older home = 02% = .02
$23,750
x .02
$475.00 upkeep for one year

_______ 1. How much should Jeff and Penny allow for the upkeep on their $33,000 home? The home is at least 25 years old.

a. $330.00
b. $360.00
c. $630.00
d. $660.00
e. $760.00

_______ 2. Dottie's brand new home cost $24,000. How much should she budget for upkeep?

a. $240.00
b. $340.00
c. $360.00
d. $440.00
e. $480.00

_______ 3. Pat and Stan purchased an old home near the ocean for $75,000. How much should they put aside for the upkeep on this home yearly?

a. $725.00
b. $750.00
c. $925.00
d. $ 950.00
e. $1500.00

Instructional Aid 1. Pretest/Post-test (continued)

________ 4. Steve and June Smith decided to purchase a new home costing $48,568 and immediately budgeted for yearly upkeep. How much did they budget?

a. $400.86
b. $405.68
c. $408.68
d. $448.68
e. $485.68

________ 5. Dr. and Mrs. John Graves purchased a new $79,000 home. What should they budget for the first year's upkeep?

a. $ 790.00
b. $ 980.00
c. $1090.00
d. $1380.00
e. $1580.00

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 2. Practice Exercises in Computing the Budget for the Upkeep of a Home According to a Given Guideline.

GUIDELINE: Allow 1% (percent) of the cost of the house on yearly upkeep for a new home and at least 2% (percent) for an older home.

Examples:

Cost of a new home: $37,500
Upkeep for a new home = 1% = .01
$37,500
x .01
$375.00 upkeep for 1 year

Cost of older home = $23,750
Upkeep for an older home = 2% = .02
$23,750
x .02
$475.00 upkeep for 1 year

Cost of Home	Age	Budget for Upkeep for Home
1. $15,000	old	
2. $18,000	old	
3. $25,000	old	
4. $35,750	new	
5. $55,000	old	
6. $62,900	new	
7. $74,900	new	
8. $89,900	new	
9. $150,000	old	
10. $205,900	new	

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: HOUSING AND HOME FURNISHINGS

```
**************************************************
*                  MATHEMATICS                   *
* STANDARD M - The student will measure time,    *
*              temperature, distance, capacity   *
*              and mass/weight.                  *
*   SKILL 92 - Determine length, width or height *
*              by measuring objects to the near- *
*              est millimeter or 1/8 inch.       *
**************************************************
```

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

5.0 Interior Design
  5E. Window Treatments

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Determine the length and width of a window to be treated for energy conservation.
T.P.O.	Given a window and measuring equipment, record the length and width of the window which is to be covered with a window shade, with 100% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. After a teacher demonstration on measuring, work in groups of three or four with yardsticks or measuring tapes, a list of items to be measured, and a record sheet to record the measurements; two students will measure each item and one will record their findings on the Measure Up Sheet (Instructional Aid 2).
* NOTE FOR TEACHERS: The list of items to be measured may be written on the blackboard. The students measuring could exchange jobs with the student recording to ensure measuring experience for every student.

Activity 3. OPTIONAL: Measure a window in the classroom for a window shade. Using the instructions from Home Extension (Instructional Aid 3), Window Shade Pamphlet, construct a window shade to fit the window.

Activity 4. Complete the Post-test (Instructional Aid 1).

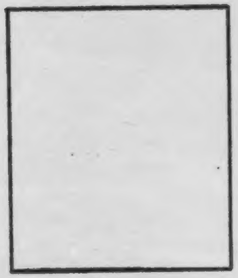
COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Use a ruler to measure the sample windows below. Write the letter of each correct measurement in the space provided.

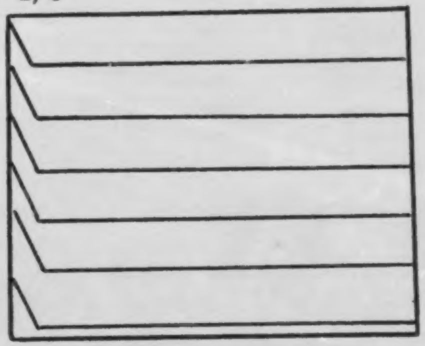
________ 1. Jerry Michaels plans to use a window shade on his picture window in his living room to keep out the afternoon sun. What are the length and width of the picture window?

a. 1-5/8" x 1-5/8"
b. 1-3/4" x 1-3/4"
c. 1-1/2" x 1-1/2"
d. 2" x 2"
e. 1-3/8" x 1-5/8"



________ 2. Fran Edwards is covering her jaloussie windows in the family room with window shades she is making to match the curtains. Measure the length and width of the jaloussie window.

a. 2-1/2" x 2"
b. 2-3/4" x 2"
c. 2-5/8" x 2"
d. 2-1/2" x 1-1/3"
e. 2" x 2"

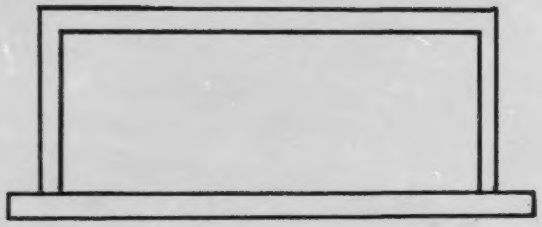


COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 1. Pretest/Post-test (continued)

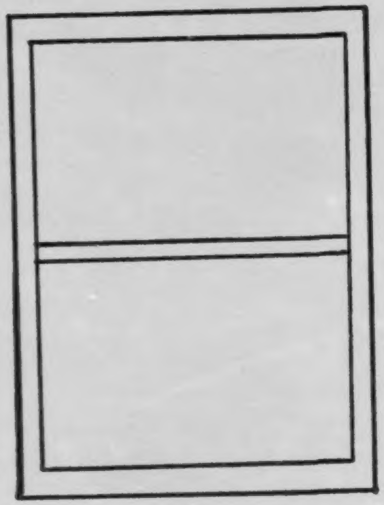
________ 3. Joan is covering the inside of the ranch windows in the den with window shades. Measure the inside length and width of the window given.

a. 3" x 1-1/2"
b. 2-1/2" x 2"
c. 2-5/8" x 1"
d. 2-3/4" x 1-1/4"
e. 2-3/8" x 1-3/4"



________ 4. Tommy needs help measuring the outside dimensions of the double-hung window so he can purchase the correct size shade at the department store. Give the correct length and width.

a. 2¼" x 3"
b. 2" x 3"
c. 2¼" x 2½"
d. 2" x 3¼"
e. 2¼" x 3¼"

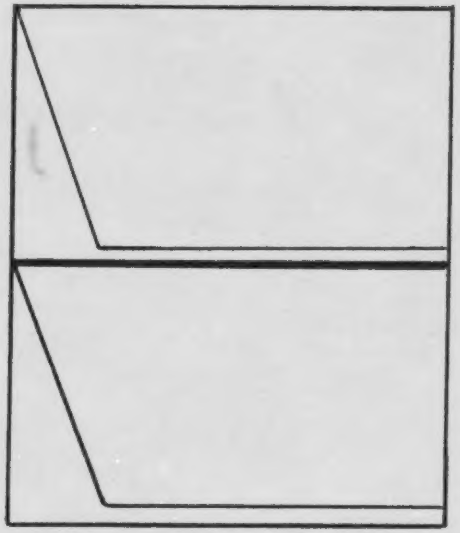


COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 1. Pretest/Post-test (continued)

_______ 5. Maria needs to measure her bedroom windows for new window shades. Measure the length and width of the awning window illustrated.

a. 3" x 2½"
b. 2-3/4" x 3¼"
c. 3" x 3"
d. 3" x 2-3/4"
e. 2-5/8" x 2½"



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COURSE: HOUSING AND HOME FURNISHINGS

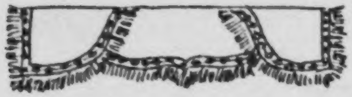
Instructional Aid 2. Measure Up

DIRECTIONS: Students 1 and 2 will measure listed objects; the student recorder will write the measurements in the correct column.

Name of Recorder:	Name of Student 1:		Name of Student 2:	
Object Measured	Length	Width	Length	Width
1. e.g. Table Top				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

COURSE: HOUSING AND HOME FURNISHINGS

Instructional Aid 3. Window Shade Pamphlet



SHADE VALANCES OR TOPPERS

You can make shade valances to match the shade you make, and install it on a curtain rod. Select a flat rod with a desired return to the wall length. Hang the valance to cover the roller on the shade.

ATTACHING SHADE TO ROLLER

With yardstick and pencil, draw a straight line on the roller. Lay top edge of fabric on this line, being careful to keep it perfectly straight.

Tape, staple or tack top edge of fabric to roller.

Roll finished shade on roller and install in brackets. Regulate tension by unrolling a few turns at a time until desired tension is gained.

Shades may be attached for standard mount or reverse mount. (See Figure 7.) Reverse mount will not show the wrong side of the shade on the roller. Reverse mount brackets are available where reverse roll is desired.

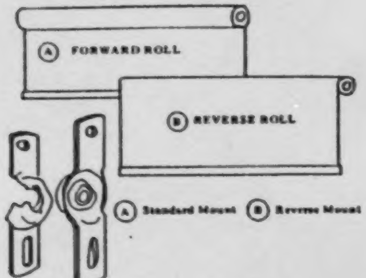


Figure 7

SPECIAL DECORATIONS

Plain commercial roller shades can be coordinated with other furnishings in the room by use of trims and other applied decoration. The same trim may be used on shade and other furnishings.

Stencil and paint, or applique designs may be applied to shades.

If paint and pattern are your thing, use do-it-yourself stencils on shades, cut your design or use pre-cut, see-through stencils available in a wide range of patterns. For best result select fine-textured shades. Lay the shade flat on the floor or on a long table and lightly mark the location of stencil pattern. Tape the stencil in place. Use a stiff stencil brush and textile paint. Dip brush, wipe off excess paint and, using a pouncing motion, work from edge to center until cutout is filled in. Move pattern only when paint is dry. Clean stencil and repeat. After 24 hours, using pressing cloth, apply an iron on low heat for 6 minutes.

Appliques on shades offer instant charm without resorting to a paint brush. To keep fabrics from unraveling, spray the back with clear acrylic spray before cutting. Apply white glue on the back, smooth in place, pressing out all air bubbles. When dry, apply acrylic spray on the surface. Big bouquets of flowers can be cut from draperies and slip covers and applied. Or you can create far-out shapes cut from suitable fabric for use in modern rooms.

Prepared by: Roberta H. Hall
Home Furnishings Specialist

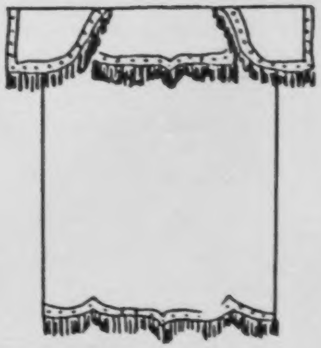
3-10M-75

This public document was promulgated at an annual cost of $249.50, or $.025 per copy, to inform housewives on selecting appropriate window shades for the home.

[illegible]

Extension Home Economics 161

Select or Make A Window Shade



The fabric shade is a popular window treatment in today's home decorating scheme. It has been around for many years, but until recently, it was used primarily to control light and temperature.

HOW TO MEASURE FOR SHADES

Measure accurately, using a metal or wooden rule. Write down each measurement as soon as you take it.

Shades may be hung either inside the window casement or outside. Measure the exact distance between the points where the brackets are to be placed. For outside mounting, allow 1½"-2" overlap on each side of the casement. If you are ordering shades, specify "Inside Bracket Mounting" (I.B.M.) or "Outside Bracket Mounting" (O.B.M.).

Florida Cooperative Extension Service
Institute of Food and Agricultural Sciences
University of Florida, Gainesville

Instructional Aid 3. Window Shade Pamphlet (continued)

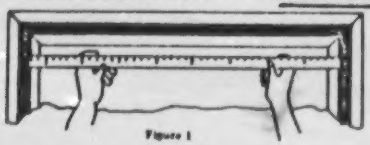


Figure 1

Figure 1 shows measuring for inside bracket mounting, and Figure 2 shows measuring for outside bracket mounting.

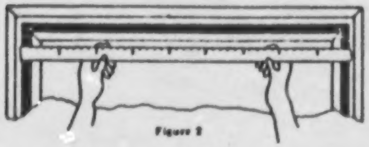


Figure 2

To measure for length of shade, measure the full height of your window opening from top frame to lower sill and add 12 inches. The extra 12 inches will permit the shade to be drawn full length without danger of it being torn from the roller. Figure 3 shows measuring for length.

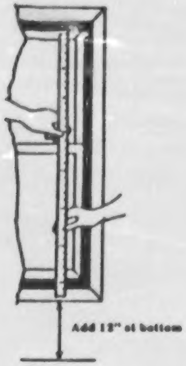


Figure 3

If you are replacing an old shade and the old one hangs as you want it to, you will not need to measure the window. Measure the old roller from tip-to-tip, including the metal pins on each end. Specify "tip-to-tip" measure. Figure 4 illustrates this measurement.

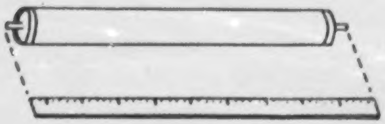


Figure 4

It is fun to make your own fabric shades as you can match them to draperies, bedspreads, tablecloths or slipcovers you have made.

FABRIC SELECTION

You may wish to use commercial shade material or match your shades to walls or upholstery. Commercial shade materials come in several types and qualities. Some are designed for complete room darkening and also to act as an insulation to sound and temperature. Some provide semi-opaque light control, while still others are quite translucent, but designed so they will allow for light, view, and breeze while giving protection from the sun's rays. A wide variety of designs and colors are available. Check for these qualities in shade materials: washability, durability, color fastness, and flame resistance.

If you wish to coordinate your shades with wall treatments or other fabrics in the room, you may do so by having them made commercially, or doing it yourself. To give fabric the necessary body for roller shades, use a laminating material for the backing or use a solution made especially for the purpose of stiffening fabric for shades. Ordinary starch does not hold up well. Shade fabric should be firmly woven.

TO MAKE THE SHADE

Cut fabric the length you measured your window plus 12 inches for safety margin, plus amount needed for hem and the pocket for the slat.

Shades with hemmed sides do not roll as well as those with unhemmed sides. To make with unhemmed sides, either cut shade fabric the width needed for the shades (just cover roller-not metal brackets) and make two rows of machine stitching on each side, or mark the exact width you want the finished shade, do a close zig-zag seam just inside the marks and then trim close. See Figure 5.

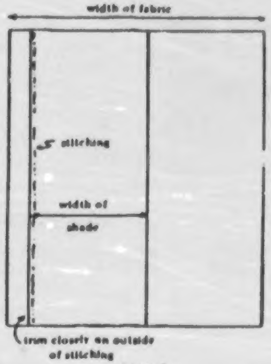


Figure 5

If you want your shades hemmed on the sides, allow extra width for size hems you want. Remember, allow for hems on both sides and turn-under.

When hemming shades, adjust stitch length so fabric will not pucker.

Hem lower edge to hold slat, or make slat pocket. Hems may be made in different shapes or trimmed as you wish. Figure 6 shows one hem shaping plus a shade valance for top finish. To make a shaped hem, allow an extra 12 inches at the lower edge. Turn up the 12-inch allowance to right side. Draw scallops or desired shaping. Stitch on outline of shaping, trim seam, clip on curves and at scallop peaks. Turn hem right side out, press, and make casing for the slat.

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COURSE: HOUSING AND HOME FURNISHINGS

ANSWER KEY

Page 221
Pretest/Post-test

1. a
2. b
3. c
4. a
5. a

Page 255
Pretest/Post-test

1. c
2. a
3. e
4. d
5. a

Page 222
Housing Vocabulary Worksheet

Mobile Homes	Home Ownership	Rental Units
piers	security	rent
expando	mortgage	sublet
skirting	title	lessee
single wide	property tax	manager
double wide	title search	eviction
tiedowns	interest rate	landlord
	condominiums	tenant
	deed	
	down payment	
	foreclosure	
	cooperatives	

Page 227
Energy Crossword Puzzle

Across

5. fuel
6. fiberglass
9. coal
11. microwave
16. solar water heater
20. heat
21. heating
23. cold
24. skylight
26. kilowatt
28. thermostat
29. oil
30. landscaping
35. gasahol
36. aluminum
37. bike
38. recycle
39. oven
40. meter

Down

1. nuclear
2. timer
3. Mex.
4. warm
7. sun
8. a.c.
10. weather-stripping
12. wheat
13. energy
14. volt
15. ventilation
17. awning
18. watt
19. exhaust fan
22. insulating
25. gas
27. amp
31. shale
32. walk
33. ampere
34. winter
38. run

COURSE: HOUSING AND HOME FURNISHINGS

ANSWER KEY (continued)

Page 230
Pretest/Post-test

1. a
2. b
3. d
4. e
5. c

Page 248
Pretest/Post-test

1. d
2. a
3. b
4. c
5. d

Page 251
Pretest/Post-test

1. d
2. e
3. b
4. c
5. d

Pages 240-241
Steps In Applying Solar Film

a. 1
b. 6
c. 2
d. 4
e. 5
f. 3
g. 7

Page 249
Case Study - "Let's Buy A House"

1. advertisements
2. money
3. sale
4. priced
5. expensive
6. lending
7. loan
8. credit
9. lenders
10. security
11. loan officer
12. interest
13. contract
14. savings account
15. down payment
16. mortgage
17. budget
18. needs
19. decision
20. consumer

Page 244
Pretest/Post-test

1. c
2. b
3. b
4. a
5. a

COURSE: HOUSING AND HOME FURNISHINGS

ANSWER KEY (continued)

Page 254
Practice Exercises

	Annual Income	Cost of Home
1.	$14,902.00	$24,061.00
2.	$ 9,880.00	$17,290.00
3.	$ 7,670.00	$13.422.50
4.	$16,924.96	$29,618.68
5.	$21,424.00	$37,492.00
6.	$27,981.20	$48,967.10
7.	$26,002.60	$45,504.55
8.	$ 5,148.00	$ 9,009.00
9.	$ 9,109.88	$15,942.29
10.	$11,980.80	$20,966.40

Page 257
Practice Exercises

	Monthly Income	Monthly Mortgage Payment	Yearly Mortgage Payment
1.	$1,000.00	$ 250.00	$ 3,000.00
2.	$1,250.00	$ 312.50	$ 3,750.00
3.	$1,162.50	$ 290.63	$ 3,487.50
4.	$1,376.83	$ 344.21	$ 4,130.50
5.	$1,534.42	$ 383.60	$ 4,603.25
6.	$8,000.00	$2,000.00	$ 24,000.00
7.	$ 804.17	$ 201.04	$ 2,412.50
8.	$ 842.91	$ 210.73	$ 2,528.75
9.	$1,018.67	$ 254.66	$ 3,056.00
10.	$1,193.00	$ 298.25	$ 3,579.00

Page 256
Pretest/Post-test

1. e
2. c
3. d
4. d
5. b

Page 259
Pretest/Post-test

1. d
2. a
3. e
4. e
5. a

Page 261
Practice Exercises

1. $300.00
2. $360.00
3. $500.00
4. $357.00
5. $1,100.00
6. $ 629.00
7. $ 749.00
8. $ 899.00
9. $3,000.00
10. $2,059.00

Page 263
Pretest/Post-test

1. e
2. a
3. c
4. a
5. b

COURSE: HOUSING AND HOME FURNISHINGS

INSTRUCTIONAL RESOURCES

Publications

Career Education Center, Florida State University. *Consumer Decisions, Housing and Insurance*. Teacher Manual, Tallahassee, Florida: Department of Education, 1978.

Career Education Center, Florida State University. *Games*. Tallahassee, Florida: Department of Education, 1978 ("Rent or Buy Bingo", pp. 174-192).

Career Education Center, Florida State University. *Housing Student Manual*. Tallahassee, Florida: Department of Education, 1978.

Career Education Center, Florida State University. *You, the Consumer*. Tallahassee, Florida: Department of Education, 1978.

Changing Times Education Service. *How To Buy A House In Five Easy Steps*. Washington, D.C.: Editors Press, Inc., (Changing Times Education Service), 1973.

Changing Times Education Service. *Should a Single Person Buy a House?* Washington, D.C.: Editors Press, Inc., (Changing Times Education Service), 1972.

Changing Times Education Service. *Where's the Best Place to Live?* Washington, D.C.: Editors Press, Iec., (Changing Times Education Service), 1972.

Dewey, Margaret. *Teaching Home Economics to Special Students*. Portland, Maine: J. Weston Walch, Publisher, 1976.

Governor's Energy Office. *South Florida Residential Energy Audit Workbook*. Gainesville, Florida: University of Florida.

Harnson, Mary N. *Landlords and Tenants: Rules and Regulations*. Florida Cooperative Extension Service, Gainesville, Florida: University of Florida, EHE-504.

COURSE: HOUSING AND HOME FURNISHINGS

INSTRUCTIONAL RESOURCES (continued)

Publications (continued)

Mason, Louis D. Cases in Consumer Education. Portland, Maine: J. Weston Walch, Publisher, 1976.

Plowman, Faye. Rent or Buy. Florida Cooperative Extension Service. Gainesville, Florida: University of Florida, EHE-337.

West Virginia Vocational Curriculum Laboratory. Adult Roles and Functions. Charleston, West Virginia: West Virginia Board of Education, 1979.

TOOLS FOR INTEGRATING BASIC SKILLS INTO SELECTED ASPECTS OF THE CONSUMER AND HOMEMAKING PROGRAM

COURSE:

Family Economics

- Reading, Writing, and Mathematics:
- Standards and Skills
- Concepts and Subconcepts
- Competencies and Terminal Performance Objectives
- Learning Activities and Instructional Aids
- Pretests and Post-tests
- Instructional Resources

INSTRUCTIONAL LEVELS

10-15

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY ECONOMICS

****
* READING *
*STANDARD E - The student will demonstrate *
* evaluative comprehension skills. *
* SKILL 23 - Distinguish between facts and *
* opinions in a paragraph. *
****

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

6.0 Housing
    6A. Factors Affecting Housing

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Identifies opinions in reading selections on housing.

T.P.O. Given a specific reading regarding housing opportunities, identify the opinions in the reading, with 80% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Using the Home and Design, or Housing section of a local newspaper, select one or more articles or ads and circle every statement of opinion in the articles or ads. Give examples in class discussion.

Activity 3. In small groups look at housing brochures supplied by teacher or brought in by students. Underline statements of fact and circle statements of opinion on at least one brochure.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: In each of the five paragraphs below, one sentence is an opinion and the other three are facts. Read the paragraphs, then write the letter of the sentence which is an opinion in the space provided.

________ 1. a) Our new adult condominiums, in a walk-to-everything location, are a steal. b) They cost $44,900 for a 3 bedroom, 2 bath model. c) The Golden Shopping Center is just three blocks from our entrance. d) There are other shops, services, movie theaters, and restaurants within two miles of our gate.

________ 2. a) At The Club Apartments, you can rent a 2 bedroom, 2 bath apartment with a view of the bay. b) The building has 26 stories, 4 elevators, and covered parking. c) The building is in an excellent location. d) There is a heated swimming pool and 2 tennis courts.

________ 3. a) The houses at Big Oak can be purchased for $84,200. b) Each house is located on a 75 by 100 foot lot. c) Yards are completely sodded and landscaped with twelve trees and shrubs. d) A home in Big Oak is created for the quality life.

________ 4. a) Golfview Condominiums overlook the Palm Golf Course. b) This is the ultimate in elegant condominium living. c) Each condominium offers a wood parquet entry foyer, a private balcony, and floor to ceiling windows. d) VA and Conventional financing are available to qualified buyers.

________ 5. a) Bluebird Homes are located three miles west of Springfield. b) Each 2 and 3 bedroom home is CBS constructed, and comes with wall-to-wall carpeting, central air conditioning and heat. c) At Bluebird, you can say farewell to bumper-to-bumper traffic, crowds, congestion, and skyrocketing prices, and hello to peace and quiet among the lush green rolling hills and crystal clear lakes. d) For further information, please call Mr. Aldo Vincent.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY ECONOMICS

READING

STANDARD C. - The student will demonstrate literal comprehension skills.

SKILL 13 - Answer "who", "what", "where", "when", "which", and "how" questions about sentences or paragraphs.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

6.0 Housing
    6D. Mortgages and Leases

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Identify specific information in a mortgage or lease for housing.
T.P.O.	Given a specific mortgage or lease, the student will be able to determine the who, what, when, which, where and how information in the mortgage or lease with 80% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Read through a lease and/or mortgage agreement provided by the teacher. Make a note of unfamiliar terminology to be listed on board for class discussion. With class, attempt to determine meanings of unfamiliar terminology or phrases. Selected words may be added to Instructional Aid 2, Basic Terms in Leases and Mortgages.

Activity 3. Use Instructional Aid 2, Basic Terms in Leases and Mortgages, and write meanings of specific terms. Find these terms on lease and/or mortgage agreements provided by teacher.

Activity 4. Using Cases in Consumer Education, (see Instructional Resources) read and answer questions on case studies 10 and 11. OR, using Reading for Survival in Today's Society, Volume Two, (see Instructional Resources) complete activities 1 through 4 in Module 24, Apartment Leases.

Activity 5. Complete the Post-test (Instructional Aid 1).

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Using the sample lease below, answer the questions on the following page by writing the letter of the correct response in the space provided.

THIS LEASE WITNESSETH

THAT Su Ling

HEREBY LEASE TO Geta Goldsmith

the premise situate in the City of Beshra in the County of Holcomb and State of Florida described as follows: Six room brick and frame house located on Lot No. 15 of Section 22 of the Hanover Subdivision, the address being 2020 Scott-Dale Road with the appurtenances thereto, for the term of one year commencing May 1, 1982, at a rental of two hundred dollars per month, payable in advance to the lessor at his place of business, located at 816 Gaylord Avenue.

COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test

________ 1. Who was the lessor?

a. Greta Goldsmith
b. Geta Goldsmith
c. Beshra Holcomb
d. Su Ling
e. none of the above

________ 2. What was leased?

a. a house
b. an apartment
c. a mobile home
d. a condominium
e. none of the above

________ 3. When did this transaction take place?

a. one year long
b. in the morning
c. on May 1, 1982
d. all of the above
e. not given

________ 4. What is the address of the property to be leased?

a. 2020 Scott-Dale Road
b. 816 Gaylord Avenue
c. Section 22, Lot 15
d. all of the above
e. none of the above

________ 5. What does Lot No. 15 of Section 22 describe?

a. the place the money will be sent
b. the rental property
c. the sale property
d. where Sue Ling works
e. the office where the lease is signed

COURSE: FAMILY ECONOMICS

Instructional Aid 2. Basic Terms in Leases and Mortgages

DIRECTIONS: Using classroom references, determine the meaning of each term. Write the definition and indicate whether the term relates to leases, mortgages, or both.

1. installments

2. alterations

3. lessor

4. lessee

5. occupant

6. termination

7. escrow

COURSE: FAMILY ECONOMICS

Instructional Aid 2. Basic Terms in Leases and Mortgages (continued)

8. deposit

9. principle

10. interest

11. abstract

12. title

13. default

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY ECONOMICS

WRITING
STANDARD G - The student will spell correctly.
SKILL 59 - Spell commonly used "consumer" words.

FLORIDA CURRICULUM FRAMEWORK

TARGET BASIC SKILLS AREAS

CONCEPTS/SUBCONCEPTS		COMPETENCIES/TPO'S
2.0 Money Management	Competency	Spells consumer words related to money management.
	T.P.O.	Given a list of "consumer" words related to money management, spell each term as it is said by the teacher, with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. In groups, participate in the following activities to practice using and spelling the Money Management Word List, Instructional Aid 2:
- a. Spelling Bee competition between groups.
- b. Letter unscrambling competition within groups.
- c. Hangman games within groups.
- d. Password game between groups.
- e. Spelling Baseball, Instructional Aid 3.

Activity 3. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Given below are definitions of "consumer" terms used in money management. Select the proper spelling for the word being defined and write the letter of the proper response in the space provided.

________ 1. To take back ownership of something.

a. repossess
b. reposess
c. repposess
d. reppossess

________ 2. Rate or proportion of each hundred.

a. percentege
b. persentage
c. percentage
d. precentage

________ 3. Part of a debt to be paid at certain regular times.

a. enstallment
b. installment
c. instalment
d. installmant

________ 4. Failure to pay when due.

a. defalt
b. difalt
c. default
d. defaught

________ 5. Sum of money on which interest is paid.

a. principle
b. princeple
c. prinsipal
d. principal

COURSE: FAMILY ECONOMICS

Instructional Aid 2. Money Management Word List

1. interest
2. warranty
3. fraud
4. loan
5. balance
6. forfeit
7. principal
8. percentage
9. guarantee
10. fraudulent
11. installment
12. credit
13. obligation
14. repossession
15. contract
16. consumer
17. scheme
18. discount
19. default
20. outstanding
21. value

(list may be added to by teacher and/or students)

COURSE: FAMILY ECONOMICS

Instructional Aid 3. Spelling Baseball

Rules for the same:

1. Divide the class into two teams and select a name for each team.
2. Divide vocabulary words into four levels of difficulty. The list with the hardest words would give the player a homerun, whereas words from the easiest list would just put him on first base. Second and third base words would fall somewhere in between according to their difficulty.
3. Begin with the team who is up at bat first and ask the first player how many bases he wants to try for. This will determine which list of words you will choose from. If he spells the word correctly he is on base. If he misses he is out.
4. Continue with the next player in the same manner. The players advance as they would in the real game. Points are scored when any player reaches home.
5. When three words are missed, the first team is out and the second team is up at bat.
6. Establish the number of innings to be played and a time limit at the beginning of the game. The team with the most points at this time is the winner.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY ECONOMICS

WRITING

STANDARD E - The student will write letters and messages.

SKILL 41 - Write a letter of request, adjustment, complaint, application, or opinion, which contains necessary and accurate information.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Money Management

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Writes letters requesting information on money management.
T.P.O.	Given addresses and titles of publications on money management, write a letter requesting a specific publication. Letters must be written in proper business form and must include complete information.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Participate in class discussion about what should be included in a letter of request. Make notes for future reference.

Activity 3. Listen to teacher or student review of the Business Letter Form, Instructional Aid 2, to use when writing a letter of request.

Activity 4. Select the title of a publication given in Instructional Aid 3, Money Management Publications, or another title related to money management (which is acceptable to the teacher) and write a letter of request to the proper agency or company.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Read each question about business letters of request and write the letter of the most correct response in the space provided.

________ 1. Which return address is written correctly for the return address section of a business letter?

a. Sherborn, Mass 01760
Dec. 2, 1981

b. 115 Main Street
Sherborn, Mass.
Dec. 2, 1981

c. 115 Main Street
Sherborn, Mass. 01760

d. 115 Main Street
Sherborn, Mass. 01760
Dec. 2, 1981

________ 2. Which agency address is written correctly for a letter of request?

a. U.S.D.A.
Washington, D.C.

b. Office of Information
U.S. Department of Agriculture
Washington, D.C. 20250

c. O.I.
U.S.D.A.
W.D.C. 20250

d. Office of Information
Washington, D.C. 20250

________ 3. Which body section of a letter of request is written most correctly?

a. Please send me one copy. I have to do a report about it.
b. Please send me one copy of the publication, Food For The Young Couple.
c. Please send me one copy of the publication, Food For The Young Couple, HG-85.
d. Please send me one copy of HG-85.

COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test (continued)

________ 4. Which letter of request is written most correctly.

a. Please send me a copy of the pamphlet, Setting Up A Budget, No. 833. I am enclosing a check for $1.00.
b. Please send me a copy of the pamphlet, Setting Up A Budget, No. 833. I really need help.
c. Please send me your new pamphlet. I am enclosing $1.00.
d. Since I just got a job and want to manage my money efficiently, I really think I could benefit from your new publication, Setting Up A Budget, No. 833. My teacher said it would answer all my questions and be a good guide. A check for $1.00 is enclosed. I hope it is worth it.

________ 5. Which letter of request is written most correctly?

a. Please send me the information right away. My report is due next Tuesday.
b. Please send me a copy of Penny-Wise Budgeting Tips, booklet number G-33. I have enclosed a check for $1.50.
c. Enclosed is $1.50 for the booklet Penny-Wise Budgeting Tips. I am working on a very important school project about Money Management. I may even win an award.
d. Please send me a copy of Penny-Wise Budgeting Tips, booklet number G-33. Enclosed is 50¢. I will send the balance as soon as I get my allowance.

COURSE: FAMILY ECONOMICS

Instructional Aid 2. Business Letter Form

Your Address
Your City, State and Zip Code
Today's Date

Business Name
Business Address
Business City, State and Zip Code

Salutation (Dear Sir):

Body of Letter - request
Name of material requested
Publication number of material requested (if possible)
Number of copies wanted
Amount of payment enclosed

Closure,

Your Signature

COURSE: FAMILY ECONOMICS

Instructional Aid 3. Money Management Publications

Address	Title
1. Office of Information U.S. Department of Agriculture Washington, D.C. 20250	* A Guide to Budgeting for the Young Couple, HG-98 (free) * A Guide to Budgeting for the Family, HG-108 (free)
2. Consumer and Food Research Division U.S. Department of Agriculture Federal Center Building Hyattsville, Md. 20782	* Family Economics Review, ARS 62-5 (free)
3. Superintendent of Documents U.S. Government Printing Office Washington, D.C. 20402	* Helping Families Manage Their Finances - HERR No. 21 (40¢) * 3 Standards of Living for an Urban Family of Four Persons - No. 1570-5 ($1.00) * Managing Your Money...A Family Plan (10¢)
4. Consumer Information Center Pueblo, Colorado 81009 *NOTE FOR TEACHER: Consult current CIC catalog.	* Budgeting for the Family, 160H ($1.00) * Consumer Credit Handbook, 618H (free) * Dollars and Sense, 620H, (free) * Credit Shopping Guide, 161H ($1.00) * Planning for Retirement, 625H (free)

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY ECONOMICS

WRITING

STANDARD C - The student will write a paragraph expressing ideas clearly.
SKILL 25 - Write a paragraph by giving information in support of one topic.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Money Management
  2B. Banking Services

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Write a paragraph describing the services of one bank.

T.P.O. Given printed information from a local bank, describe in one paragraph the services that bank offers. Use class established criteria.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Listen to speakers from local banks and take notes on the services of their banks. Afterwards, discuss in class the banks' services.

Activity 3. In groups, use notes from guest speakers and printed materials about banking services to compile a list of services of one specific bank (each group covering a different bank). Use lists to make a poster to present to the class.

Activity 4. Individually, write a paragraph describing the services of one of the banks covered in Activity 3.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Each group of sentences should make up a paragraph giving information on one topic. One sentence in each group does not belong. Write the letter of that sentence in the space provided.

________ 1. South Bank

a. South Bank is a savings and loan association.
b. It has 7-1/4% interest on savings accounts.
c. It has NOW accounts called Bonus Checking.
d. Baker Bank has NOW accounts, too.
e. South Bank is open from 7:00 a.m. until 6:00 p.m. daily.

________ 2. Star Bank

a. Star Bank offers home improvement loans.
b. Roofing repairs can be very expensive.
c. A person can borrow from $1,000 to $25,000 with a Star Bank home improvement loan.
d. The current interest rate on these loans is 16%.
e. The borrower can pay back a Star Bank home improvement loan over a 10-year period.

________ 3. Free Checking Accounts

a. There are several ways to maintain a free checking account at Bay Bank.
b. Anyone over 65 years old automatically receives free checking.
c. Many old people can get discounts at banks, movies, airlines, and hotels.
d. Customers who maintain a minimum balance of $500.00 are entitled to free checking at Bay Bank.
e. Customers with $1,000.00 savings accounts at Bay Bank also get free checking accounts.

COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test (continued)

________ 4. Security Bank Certificates

a. Security Bank offers Ready Cash Certificates.
b. Ready Cash Certificates pay the top guaranteed interest rates.
c. Birth Certificates don't pay any interest rates.
d. With Ready Cash Certificates, your savings are guaranteed to $100,000.

________ 5. Lakewood Federal

a. Lakewood Federal offers free gifts with qualifying deposits.
b. Choose an umbrella or a wallet with a deposit of $1,000 to $4,999.
c. Choose a camera, a radio, or a decorator clock with a deposit of $5,000 to $9,999.
d. Many banks give children lollipops or balloons without a deposit.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY ECONOMICS

WRITING
STANDARD E - The student will write letters and messages.
SKILL 39 - Use a proper form when writing a simple business letter.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

3.0 Consumer Rights and Responsibilities
3A. Consumer Bill of Rights

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Uses a proper form when writing business letters concerning a consumer problem.
T.P.O.	Given a problem involving an unsatisfactory product or service, write a letter expressing clearly in at least two paragraphs, the situation and suggested solution. Letters must meet proper form guidelines with 100% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Participate in a class discussion on problem experiences with unsatisfactory products or services. List examples on board.

Activity 3. In small groups, use the sample forms provided, Guidelines for Consumer Letter of Dissatisfaction, Instructional Aid 2, and Business Letter Form, Instructional Aid 3 and select one example listed on board. Write a letter to one of the following concerning the problem, product or service: a) the store where purchased; b) the company which produces the product; c) the Better Business Bureau; d) the State Bureau of Consumer Affairs or the local Consumer Protection Agency; e) a lawyer or the Legal Aid Society.

Activity 4. Write a business letter to one of the people/places listed above concerning a personal problem (past or present) with a product or service.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Using the form letter outline below, answer the questions on the following page by writing the letter of the correct response in the space provided.

1. ______________________________

2. ______________________________

3. ______________________________

____________________ 4.

____________________ 5.

____________________ 6.

______________________________ 7.

8. ____

____

____.

9. ______________________________

10. ______________________________

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COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test (continued)

________ 1. On which line is the date written?

a. line 1
b. line 2
c. line 3
d. line 4
e. line 5

________ 2. On which line is the name of the company written?

a. line 1
b. line 2
c. line 3
d. line 4
e. line 5

________ 3. On which line does the body of the letter begin?

a. line 4
b. line 5
c. line 6
d. line 7
e. line 8

________ 4. On which group of lines would you write your address?

a. lines 1 and 2
b. lines 4 and 5
c. lines 6 and 7
d. lines 9 and 10
e. none of the above

________ 5. On which line would you sign your name?

a. line 6
b. line 7
c. line 8
d. line 9
e. line 10

COURSE: FAMILY ECONOMICS

Instructional Aid 2. Guidelines for Consumer Letter of Dissatisfaction

DIRECTIONS: The guidelines below can be followed when writing a letter of dissatisfaction with a product or service by writing the applicable information where shown.

Your Address
Your City, State, Zip Code
Date

Appropriate Person
Company Name
Street Address
City, State, Zip Code

Dear Appropriate Person (i.e., Director of Consumer Affairs Dept.):

Last week I (purchased) (or had repaired) a (name of product with serial or model) (or service performed). I made this purchase at (location, data, and other important details of the transaction).

Unfortunately, your (product) (or service) has not been (to my satisfaction) or (the service was inadequate) because ____
____.

Therefore, to solve the problem, I would appreciate your (state the specific action you want). Enclosed are copies (copies, not originals) of my records (receipts, guarantees, warranty, cancelled checks, model, serial numbers and any other documents).

I am looking forward to your reply and resolution of my problem, and will wait three weeks before seeking third-party assistance. Contact me at the above address or by phone at (home and office phone number).

Sincerely,

(Your name)

COURSE: FAMILY ECONOMICS

Instructional Aid 3. Business Letter Form

DIRECTIONS: The basic business letter form below can be followed when writing consumer problem letters or other business letters.

1. Your Address ______________
2. Your City, State, Zip Code
3. Today's Date ______________

Business Name ______________ 4.
Business Address ______________ 5.
Business City, State & Zip ______ 6.
Salutation (i.e., Dear Sir: 7.

8. Body of Letter (can be more than one paragraph) ______________

____

____.

9. Closure, ______________
10. Your Signature ______________

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY ECONOMICS

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****************************************************
*                     WRITING                      *
* STANDARD G - The student will spell correctly.   *
*    SKILL 59 - Spell commonly used "consumer"     *
*               words.                             *
****************************************************
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FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

4.0 Clothing
  4C. Comparison Shopping

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Spell consumer words related to comparison shopping.
T.P.O.	Given a list of consumer words related to comparison shopping, spell each word correctly as it is called out orally, with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the <u>Pretest</u> (Instructional Aid 1).

Activity 2. Using the local newspaper clothing advertisements, work in small groups to compile a list of terms used in the advertisements. Use Instructional Aid 2, Consumer Spelling List as a key to check for terms overlooked. As a large group, combine lists and write definitions. The Consumer Spelling List, Instructional Aid 2, can be included.

Activity 3. Unscramble the terms and fill in the blanks on the Consumer Word Scramble Instructional Aid 3.
*NOTE FOR TEACHER: Instructional Aid 2 can be used for reference to assist students requiring more aid.

Activity 4. Develop your own shopping ad section of the newspaper using the terms from the class list compiled in Activity 2. Check "consumer" words on ads for spelling accuracy.

Activity 5. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Given below are definitions of "consumer" terms used in clothing advertising. Select the proper spelling for the word being defined and write the letter of the correct response in the space provided.

________ 1. A sale, generally at reduced prices, to dispose of old or out-of-season merchandise.

a. cleerence
b. clearance
c. clearence
d. cleerinse
e. clearinse

________ 2. Clothing acceptable only one time of the year; such as swimwear.

a. seesunel
b. seesonal
c. seasunnel
d. seasonle
e. seasonal

________ 3. To reserve (or save) for the future at the store with a small deposit.

a. layway
b. awaylay
c. layaway
d. laway
e. layalway

________ 4. A ticket given by the store when sales item is no longer available, thus allowing the consumer to purchase the item at a later date for the sale price.

a. rein check
b. rane check
c. rain chek
d. rain check
e. rainchek

________ 5. A man-made fabric, constructed from polymer resins.

a. pollyaster
b. polliester
c. pollyester
d. polyester
e. poliester

COURSE: FAMILY ECONOMICS

Instructional Aid 2. Consumer Spelling List

The following words may be used to supplement words listed by class.

1. credit
2. endorse
3. sample
4. quantity
5. rebate
6. layaway
7. designer
8. guarantee
9. manufacturer
10. raincheck
11. account
12. original price
13. second
14. quality
15. reduction
16. overstock
17. convenience
18. bargain
19. clearance
20. charge
21. sale price
22. discount
23. limit
24. products
25. brand name
26. selection
27. expenditure
28. seasonal

COURSE: FAMILY ECONOMICS

Instructional Aid 3. Consumer Word Scramble

DIRECTIONS: In the advertisement below there are spaces for twelve consumer words. The letters of the terms are scrambled next to each space. Unscramble each term and correctly spell it in the space provided.

B. U. Young ____________________ (icostunD) Store announces The Big Annual ____________________ (Canercela) Sale. We offer a large ____________________ (cletonise) of ____________________ (laquity) clothing for the entire family. Come in and see huge price ____________________ (onetricuds) on ____________________ ____________________ (dranb mean) children's wear and ____________________ (grabnai) prices on all ____________________ (reseding) suits and dresses. For your ____________________ (encivonnece) we will accept all major ____________________ (tridec) cards. Sorry, no ____________________ (alyawya) or ____________________ ____________________ (nira kcsech).

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY ECONOMICS

MATHEMATICS

STANDARD R - The student will solve real-world problems involving fractions, decimals and percents.

SKILL 121 - Solve real-world problems involving decimals or percents and one or two distinct operations.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

2.0 Money Management
  2A. Income and Budget

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Solve money management problems related to income and budget.
T.P.O.	Given information concerning a specific family, determine the family's monthly budget with 90% accuracy. Include total monthly income, fixed expenses, and flexible expenses.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. Participate in class discussion on the parts and functions of a budget, and brainstorm examples of fixed and flexible expenditures.

Activity 3. Read the case study and complete the Budget Worksheet given in Instructional Aid 2.

Activity 4. Complete the Post-test (Instructional Aid 1).

595 596

COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Complete the following addition and/or subtraction operations, using the following case study. Use a four week month. Write the letter of the correct response in the space provided on the next page.

CASE STUDY: The Garcia family has six children; ages 2, 6, 8, 9, 15 and 16. Father earns $3.20 per hour for a 40 hour week. Mother earns $25 per day. She works 15 days each month. This family has the following expenditures for the month:

Rent	$125.00/month
Electricity	42.76/month
Food Stamps	80.00/month
Car Payment	175.00/month
Master Charge	35.00/month
Visa	35.00/month
Child Care (when mother works)	6.00/day
Bus Fare (when mother works)	1.20/day
Gasoline	14.00/week
Furniture Payment	79.95/month

This month they have had the following unexpected expenses: clothing for 16-year-old $27.00; dentist for 9-year-old $10.00; shoes for 8-year-old $6.00; car repair parts $35.00.

COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test (continued)

________ 1. Figure the income for the family for the given month.

a. $516.00
b. $728.00
c. $887.00
d. none of the above
e. all of the above

________ 2. Figure the total expenditures for the family for the given month.

a. $736.71
b. $814.71
c. $728.00
d. none of the above
e. all of the above

________ 3. Figure the difference between the total family monthly income and the expenditures for the month given.

a. $150.29
b. $100.00
c. $ 73.00
d. none of the above
e. all of the above

________ 4. Figure the fixed expenses for this family for the given month.

a. $736.71
b. $814.71
c. $763.71
d. none of the above
e. all of the above

________ 5. Figure the difference between total expenses and fixed expenses for this family for the given month.

a. $87.00
b. $ 8.70
c. $78.00
d. none of the above
e. all of the above

COURSE: FAMILY ECONOMICS

Instructional Aid 2. Budget Worksheet

Sam and Sally Vance: Newton, Florida
Children: 2 (1 girl, aged 9 and 1 boy, aged 12)

Employment: Sally earns $7,920 per year (after taxes), working in a dress factory. Sam earns $13,032 per year (after taxes), working as a plumber.

Expenses: The monthly mortgage payment for the Vance's house is $386. Electricity costs $936 per year. The telephone bill is $30 per month and water is $14.50. The Vance's spend $350 per month for food and household supplies, and $25.00 for entertainment. Medical expenses are $600 per year and insurance costs are $180.00 per year. The Vance's buy clothing as needed. This month they spent $24.00 on shoes for the children and $32.00 on shirts for Sam. The Vance's car payment is $154.00 per month and gasoline costs $64.00 per month. The car needed repairs this month which cost $68.00. Each child receives $10.00 a month for doing household chores. The Vance's monthly payments for two installment loans total $312.48. The Vance's deposit into their savings account any money not spent in a given month.

WORKSHEET DIRECTIONS: On a separate piece of paper, list and total each of the following:

1. Combined monthly income (after taxes).
2. Fixed expenditures for the month.
3. Flexible expenditures for the month.
4. Total expenditures for the month.
5. Amount of money remaining to be deposited into the savings account.

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY ECONOMICS

MATHEMATICS
STANDARD S - The student will solve money problems.
SKILL 132 - Solve real-world problems by finding simple interest.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

- 7.0 Transportation
  - 7B. Selection
  - 7C. Buying

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency Determine the amount of simple interest in financing selected transportation vehicles.

T.P.O. Given specific information concerning the prices of cars and interest rates for financing cars, determine the amount of simple interest for each car with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. View teacher demonstration at board on computing simple interest.
*NOTE FOR TEACHER: Math teacher or a math honors student could be invited to demonstrate computing interest.

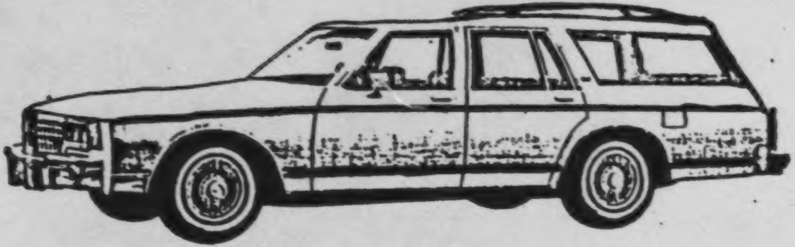
Activity 3. Using the "used car section" of the local classified ads, practice determining simple interest for selected vehicles.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Write the letter of the correct response in the space provided.



'80 Chevrolet Caprice 9-passenger Wagon. Full Power, Automatic, Air Cond., Low Miles. $6,500 FIRM. Call Chuck at 555-1212.

________ 1. Figure the simple interest, at an 11.5% rate, for Vehicle A above.

a. $74,750.00
b. $ 7,475.00
c. $ 747.50
d. all of the above
e. none of the above

$6,500
x0.115

________ 2. Larry bought Chuck's car. Chuck agreed to take $500 down from Larry and to receive the remaining $6,000 over a two-year period plus 18% interest. What is the total amount of interest Larry will pay Chuck?

a. $108.00
b. $1080.00
c. $1170.00
d. none of the above

COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test

'78 HONDA ACCORD Tinted windows, A/C, Power Brakes. Like new inside and out. $1,950.00. Call Vicki weeknights at 555-1212.

________ 3. Figure the simple interest, at an 11.5% rate for the '78 Honda described above.

a. $2,014.25
b. $ 224.25
c. $ 241.25
d. all of the above
e. none of the above

$$\begin{array}{r} \$1,950 \\ \times\ 0.115 \\ \hline \end{array}$$

________ 4. Carmen bought a used car for $1,200. She paid $100 down and financed the balance at 2% interest per month for two years. What is the amount of interest paid the first month?

a. $24.00
b. $ 1.88
c. $ 2.20
d. $22.00

________ 5. Chris borrowed $1,000 from her credit union for one year. She must pay 12% interest per year on her loan. What is the amount of interest due after one month?

a. $110.00
b. $ 10.00
c. $ 12.00
d. $83.33
e. $19.95

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY ECONOMICS

MATHEMATICS
STANDARD S - The student will solve money problems.
SKILL 134 - Solve real-world problems involving purchases and a rate of discount given in fraction or percent notation.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

7.0 Transportation
  7B. Selection
  7C. Buying

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Determine the rate of discount on transportation products.
T.P.O.	Given specific information regarding costs of transportation related items, calculate the rate of discount given in a fraction or percent form with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

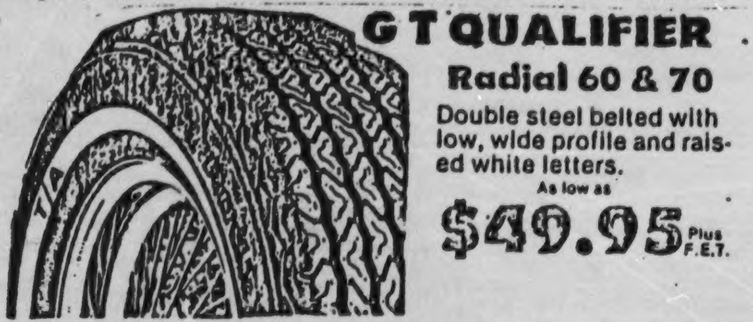
Activity 2. Complete the Discount Worksheet, (Instructional Aid 2).

Activity 3. Complete the Post-test (Instructional Aid 1)'

COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Solve each problem and write the letter of the correct response in the space provided.



G T QUALIFIER

Radial 60 & 70

Double steel belted with low, wide profile and raised white letters.

As low as

$49.95 Plus F.E.T.

________ 1. Figure the amount of savings, if the tire above is on sale for 1/4 off.

a. $13.50
b. $ 1.99
c. $12.49
d. $19.98
e. none of the above

________ 2. Figure the amount of savings if the tire above is on sale for 25% off.

a. $13.50
b. $ 1.99
c. $12.49
d. $19.98
e. none of the above

________ 3. Because Jan is a mechanic, she gets a 15% discount at the auto parts store. If the part she needs is priced at $16.60, how much will she pay?

a. $16.45
b. $15.00
c. $14.12
d. $ 2.48

________ 4. The automotive department is offering a new brand of oil at 1/3 off the regular price of $1.20. How much will a can cost at the discounted price?

a. $ .70
b. $ .80
c. $ .90
d. $1.00

COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test (continued)

_______ 5. If a "carlite" that regularly sells for $24.00 is being offered at 40% off, how much is the savings?

a. $ 9.60
b. $14.40
c. $ 6.00
d. $19.60

COURSE: FAMILY ECONOMICS

Instructional Aid 2. Discount Worksheet

DIRECTIONS: Compute the discount and the discount price of each item listed below.

ITEM	ORIGINAL PRICE	DISCOUNT	a. COMPUTE AMOUNT OF DISCOUNT	b. DISCOUNT PRICE
EXAMPLE - Tire	$64.00	20%	$64.00 .20 = $12.80 12.8000	$64.00 -12.80 $51.20 = $51.20
1. Tire	$64.00	1/4 off	$64.00 divided by 4=	
2. Muffler	$38.50	15%		
3. Tune-Up Kit	$39.99	1/3 off		
4. Jumper Cables	$11.25	1/5 off		
5. Set of hubcaps	$136.50	30%		
6. Hydrolic Roller Jack	95.00	1/2 off		
7. Car Stereo	$112.90	10%		

PROGRAM: CONSUMER AND HOMEMAKING
COURSE: FAMILY ECONOMICS

MATHEMATICS
STANDARD S - The student will solve money problems.
SKILL 133 - Solve real-world problems involving purchases and a rate of sales tax.

FLORIDA CURRICULUM FRAMEWORK

CONCEPTS/SUBCONCEPTS

9.0 Taxes
 9D. State and local taxes.

TARGET BASIC SKILLS AREAS

COMPETENCIES/TPO'S

Competency	Determine the amount of sales tax for a variety of consumer goods.
T.P.O.	Given specific information concerning the prices of a variety of consumer goods and the rate of sales tax, determine the amount of sales tax for each item with 90% accuracy.

LEARNING ACTIVITIES

Activity 1. Complete the Pretest (Instructional Aid 1).

Activity 2. View teacher demonstration at board on computing sales tax.
*NOTE FOR TEACHER: Math teacher or a math honors student could be invited to demonstrate computing sales tax.

Activity 3. Use a store catalog or the advertising section of a newspaper to locate items listed on the board by the teacher. Write the price of each item, then compute the sales tax for each at the rate of 4% and at the rate of 5%.

Activity 4. Complete the Post-test (Instructional Aid 1).

COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test

DIRECTIONS: Use the Sales Tax Chart below and compute the sales tax in each problem. Write the letter of the correct response in the space provided.

SALES TAX CHART

Amount of Purchase	Tax Added
$ .01 - $ .25	$ .01
$ .26 - $ .50	$ .02
$ .51 - $ .75	$ .03
$ .76 - $1.00	$ .04

Add $ .04 for each dollar and compute the cents according to the table above.

'78 HONDA ACCORD Tinted windows, A/C, Power Brakes. Like new inside and out. $1,950.00. Call Vicki weeknights at 555-1212.

________ 1. Figure the sales tax (4%) involved in purchasing Vehicle B above.

a. $870.00
b. $780.00
c. $ 8.70
d. $ 78.00

$1,950
.04

________ 2. Alan went shopping and made the following purchases:

Shoes $15.40	Slacks $12.40
Shirts $21.20	Socks $ 8.50

If he paid 4% sales tax on the total, how much tax did he pay?

a. $4.00
b. $2.30
c. $2.34
d. $23.00

COURSE: FAMILY ECONOMICS

Instructional Aid 1. Pretest/Post-test (continued)

________ 3. During his vacation, Ben bought a T-shirt for $8.00 in a state with a 4% sales tax. How much did Ben pay for the shirt?

a. $8.28
b. $8.30
c. $8.32
d. $8.45

________ 4. At the bookstore, Judy bought a book which cost $4.50, a pad of paper for 85¢, and a pen for 65¢. What was her total if the rate of sales tax was 4%?

a. $6.24
b. $5.24
c. $6.25
d. $6.00

________ 5. The Color TV the Boyd's wanted to buy cost $625.00. How much sales tax would they have to pay at the rate of 4%?

a. $2.50
b. $20.00
c. $25.00
d. $250.00

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COURSE: FAMILY ECONOMICS

ANSWER KEY

Page 276
Pretest/Post-test

1. a 4. b
2. c 5. c
3. d

Page 278
Pretest/Post-test

1. d 4. a
2. a 5. b
3. e

Page 283
Pretest/Post-test

1. a 4. c
2. c 5. d
3. b

Page 287
Pretest/Post-test

1. d 4. a
2. b 5. b
3. c

Page 292
Pretest/Post-test

1. d 4. c
2. b 5. d
3. c

Page 295
Pretest/Post-test

1. c 4. a
2. d 5. c
3. e

Page 300
Pretest/Post-test

1. b 4. d
2. e 5. d
3. c

Page 302
Consumer Word Scramble

1. discount
2. clearance
3. selection
4. quality
5. reductions
6. brand name
7. bargain
8. designer
9. convenience
10. credit
11. layaway
12. rain checks

Page 304
Pretest/Post-test

1. c 4. a
2. b 5. c
3. d ($72.29)

Page 306
Budget Worksheet

1. $1,746.00
2. $1,498.98
3. $ 124.00
4. $1,622.98
5. $ 123.02

Page 308
Pretest/Post-test

1. c 4. d
2. b 5. b
3. b

COURSE: FAMILY ECONOMICS

ANSWER KEY (continued)

Page 311
Pretest/Post-test

1. c
2. c
3. c
4. b
5. a

Page 313
Discount Worksheet

1. a. $16.00 b. $ 48.00
2. a. $ 5.78 b. $ 32.72
3. a. $13.33 b. $ 26.66
4. a. $ 2.25 b. $ 9.00
5. a. $40.95 b. $ 95.55
6. a. $47.50 b. $ 47.50
7. a. $11.29 b. $101.61

Page 315
Pretest/Post-test

1. d
2. b
3. c
4. a
5. c

COURSE: FAMILY ECONOMICS

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APPENDIX

MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS

1981-82, 1982-83, 1983-84, 1984-85

Beginning Grades 3, 5, 8 and 11

Reading, Writing, & Mathematics

ADDITIONAL COPIES of the Minimum Student Performance Standards can be obtained by contacting the Performance Standards Section, Florida Department of Education, Tallahassee, Florida 32301.

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State of Florida
Department of State
1979

INTRODUCTION

Establishment of statewide minimum student performance standards is required by The Educational Accountability Act of 1976, Sections 229.565 and 229.57, Florida Statutes. These standards identify the minimum competencies in reading, writing, and mathematics expected of students not impaired by a mental or physical handicap. The basic skills specifiy those aspects of the competencies that students should acquire by the beginning of grades 3, 5, 8, and 11. These skills are also the basis for the Florida statewide assessment program. Information obtained through this program will be used to evaluate the effectiveness of instructional programs in helping students attain the minimum competencies.

The statewide minimum standards are established to meet the requirements of the educational accountability efforts and to identify those minimal competencies all Floridians should acquire to perform the reading, writing, and mathematics tasks required for everyday living. However, these minimum standards do not necessarily reflect higher educational competencies that individual school districts may expect of their students.

The statewide minimum performance standards were developed and reviewed according to the following criteria:

1. The grade eleven basic skills and the functional communications and mathematics standards represent the minimum expectations for graduation from high school.
2. For standards and skills at grades 3, 5, and 8, achievement is essential if the student is to progress to the desired higher level.

PREPARATION OF THE STATEWIDE "MINIMUM STUDENT PERFORMANCE STANDARDS FOR FLORIDA SCHOOLS"

The Minimum Student Performance Standards for Florida Schools, as adopted in April, 1977, are based upon minimal objectives which were developed cooperatively by the Florida Department of Education, universities in the state, and local school districts. An extensive review of these standards began in November, 1977, and continued until February, 1979. The revisions to the standards prompted by this review are reflected in this document.

More than two thousand basic skills teachers (reading, writing, mathematics) from nearly two hundred elementary, junior high, middle, and senior high schools in Florida were involved in the review of the 1977 standards. Also, representatives of the Florida State Reading Council, the Florida Council of Language Arts Supervisors, the Florida Council of Teachers of English, and the Florida Council of Teachers of Mathematics provided extensive input regarding changes to the standards. The input from the above groups was used to prepare the first draft of revised standards that was used in a field review in the sixty-seven Florida school districts and with selected groups of teachers, principals, and lay citizens. Careful consideration was given to all suggestions for revisions. Additionally, the Florida Department of Education consultants for reading, writing, and mathematics provided invaluable leadership and guidance throughout this revision process.

The revised minimum standards were presented to and approved by the Department of Education Performance Standards Task Force on February 9, 1979. After acceptance and approval by the Division of Public Schools Planning Council, the Director of the Division of Public Schools, and the Commissioner of Education, the revised standards were presented to the State Board of Education and approved for the 1981-82, 1982-83, 1983-84, and 1984-85 school years.

ORGANIZATION OF THE STATEWIDE MINIMUM STUDENT PERFORMANCE STANDARDS

The statewide minimum student performance standards address basic skills in reading, writing, and mathematics. The standards statements, themselves, are intended to communicate with the general public; skills statements are directed to teachers and curriculum specialists.

The following table summarizes the number of applicable standards and basic skills for each grade level:

Grade Levels / Skill Areas	3RD		5TH		8TH		11TH	
	Standards	Skills	Standards	Skills	Standards	Skills	Standards	Skills
READING	4	10	6	24	6	27	6	19
WRITING	10	17	10	28	10	40	10	43
MATHEMATICS	11	25	13	33	20	51	15	41
TOTALS	25	52	29	85	36	118	31	103

Skills statements are shown at the grade level mastery is first expected. Mastery of a skill is expected to be maintained at each succeeding progression level with more difficult materials appropriate for that level.

Questions about the minimum student performance standards may be directed to the Performance Standards Section, Department of Education, Knott Building, Tallahassee, Florida 32301.

TIMELINE FOR THE IMPLEMENTATION OF THE NEWLY ADOPTED MINIMUM STANDARDS

The standards and skills contained in this document were adopted in May, 1979, by the Florida State Board of Education for a four year period beginning with the 1981-82 school year. The early adoption of these standards was required to allow sufficient time for the development of test specifications and test items to measure the new standards. Eleventh graders who fail one or more of the standards on SSAT - Part I will be held responsible for demonstrating mastery of the same set of standards prior to their graduation. The same is true of those eleventh grade students who fail one or both of the standards on SSAT - Part II. The test(s) they retake will be based on the same skills that were used the first time they were tested.

MASTERY OF MINIMUM STUDENT PERFORMANCE STANDARDS

Student attainment of a given competency identified by a standard will be determined through the statewide assessment program. Mastery of each standard will be determined from testing conducted at the beginning of grades 3, 5, 8, and 11, and will be demonstrated when students meet the scoring criteria contained in Section 6A-1.942, State Board of Education Rules.

MASTERY OF FUNCTIONAL COMMUNICATIONS AND FUNCTIONAL MATHEMATICS STANDARDS

The Functional Communications and Functional Mathematics Standards are designed to measure the student's ability to successfully apply basic skills in reading, writing, and mathematics to everyday life situations. Each of these two (2) standards will be measured by the skills identified in this document. Mastery of these standards will be demonstrated when students meet the scoring criteria contained in Section 6A-1.942, SBER.

STATE BOARD OF EDUCATION RULE.

6A-1.942 State student assessment test requirements for graduation from high school. Mastery of minimum performance standards in reading, writing, and mathematics for the eleventh grade, and demonstrated ability to successfully apply basic skills to everyday life situations, as required by Section 232.246(1)(b), Florida Statutes, shall be determined in the manner prescribed below:

(1) Mastery of minimum performance standards.

(a) Minimum performance standards in reading, writing, and mathematics for the eleventh grade are prescribed in rule 6A-1.941, FAC. For each standard, one (1) or more performance skills are prescribed. The ability of a student to perform a specific skill is measured by two (2) or more test questions. A test to be designated the State Student Assessment Test - Part I, comprising two (2) or more questions determined to be appropriate to measure each of the skills selected to be measured shall be developed under the direction and supervision of the director, division of public schools, and shall be:

1. Kept secured at all times,
2. Provided to all school districts in the quantity needed for the students in the district,
3. Administered in accordance with standard written instructions appropriate for the examination, and
4. Revised and updated as needed.

(b) A secondary student shall be deemed to have satisfactorily mastered a minimum performance standard on Part I of the State Student Assessment Test when, previous or subsequent to the effective date of this rule, he or she on any administration of that test, correctly answers the number of questions prescribed in subparagraph 1. below:

1. Mastery of each standard shall be determined by correctly answering the number of questions which measure that standard prescribed herein:

When the Number of Questions to Measure a Standard is as Follows:	The Minimum Number of Questions Required to be Answered Correctly Shall be as Follows:
2	1
3	2
4	3
5	4
6	5
7	5
8	6
9	7
10	7
11	8
12	9
13	10
14	10
15	11
16	12
17	12
18	13
19	14
20	14
21	15
22	16
23	17
24	17
25	18

2. Mastery of each skill shall be determined by correctly answering the number of questions prescribed herein:

When the Number of Questions to Measure a Skill is as Follows:	The Minimum Number of Questions Required to be Answered Correctly Shall be as Follows:
2	1 of 2
3	2 of 3
4	3 of 4
5	4 of 5
6	5 of 6
7	5 of 7
8	6 of 8
9	7 of 9
10	7 of 10
11	8 of 11
12	9 of 12
13	10 of 13
14	10 of 14
15	11 of 15
16	12 of 16

(c) In order to meet the minimum requirements for a high school diploma each student must demonstrate mastery of each of the eleventh grade minimum performance standards on which he or she is tested.

(d) If a secondary student fails to master one (1) or more of the minimum performance standards on which he or she is tested, the district school board shall:

1. Provide special instructional assistance for each such student in a manner deemed most appropriate by policies of the district school board. Such special assistance may take the form of:

a. Informal consultation between student and teacher,

b. Tutoring of one student by another student,

c. Structured or non-structured independent study,

d. Special classroom study of short duration (1 to 5 days),

e. Special classroom study of longer duration, or

f. Such other appropriate form as determined by the district school board;

OR

2. Provide an opportunity for the student to demonstrate mastery of the standard by taking a comparable examination on similar material or by other means.

3. When the school, through the district prescribed criteria, has determined that each student has successfully mastered the identified area or areas of deficiency, the student shall be deemed to have mastered such standard or standards and a notation of the mastery shall be recorded in the student's cumulative record. If the student has previously been awarded a certificate of completion in lieu of a regular high school diploma by virtue of failure to pass the State Student Assessment Test - Part I, such student shall be awarded a regular high school diploma. Appropriate instructional assistance and adequate opportunity to be re-tested so as to demonstrate mastery of standards shall remain available to each student until such time as the student successfully demonstrates mastery of each standard.

(e) The State Student Assessment Test - Part I shall not be administered to adults who have legally left the secondary school system. However, prior to awarding an adult a high school diploma the school district shall determine on the basis of appropriate school or district criteria that the adult has mastered each of the eleventh grade minimum performance standards prescribed in Rule 6A-1.941, FAC.

(2) State Student Assessment Test - Part II.

(a) The student examination required by Section 232.246(1)(b), Florida Statutes, shall be developed and administered under the supervision of the director, division of public schools. The examination shall be developed in consultation with teachers and other appropriate professionals and shall be approved by the Commissioner prior to being administered to students. The test shall be:

1. Designed to measure the student's ability to successfully apply basic skills to everyday life situations.

2. Composed of two (2) standards, one (1) comprising functional communications skills and (1) comprising functional mathematics skills.

3. Revised and updated at least annually.

(b) The State Student Assessment Test - Part II shall be administered in cooperation with district school boards, at least four (4) times during each school year.

1. The test shall be scheduled at least twice each year for secondary students who are classified as high school juniors or seniors. The division of public schools and the district school boards shall cooperate to the extent practicable in using other scheduled administrations to accommodate migrant students, transfer students, and others who are unable to be tested on the designated dates.

2. An adult who has earned sufficient credits to be classified as a high school junior or senior may take the examination initially at any scheduled administration. If the adult is currently enrolled in an appropriate adult education program, he or she may retake the examination at any subsequent administration. If the adult is not currently enrolled in an appropriate educational program, he or she may not retake the examination until at least the second administration next following the most recent examination taken.

(c) In order to qualify for a high school diploma, each secondary or adult student must successfully complete both the communications standard and the mathematics standard as prescribed herein. A student shall be deemed to have demonstrated ability to successfully apply basic skills to everyday life situations as measured by the State Student Assessment Test - Part II when, previous or subsequent to the effective date of this rule, he or she on any administration of the test, correctly answers the number of questions prescribed in subparagraph 1. below:

1. Mastery of each standard shall be determined by correctly answering the number of questions which measure that standard prescribed herein:

When the Number of Questions to Measure a Standard is as Follows:	The Minimum Number of Questions Required to be Answered Correctly Shall be as Follows:
55	39
56	40
57	40
58	41
59	42
60	42
61	43
62	44
63	45
64	45
65	46
66	47
67	47
68	48
69	49
70	49
71	50
72	51
73	52
74	52
75	53

2. Mastery of a skill shall be determined by correctly answering the number of questions prescribed herein:

When the Number of Questions to Measure A Skill is as Follows:	The Minimum Number of Questions Required to be Answered Correctly Shall be as Follows:
4	3 of 4
5	4 of 5
6	5 of 6
7	5 of 7
8	6 of 8
9	7 of 9
10	7 of 10

(3) No time limit shall be established for answering the questions on Part II of the State Student Assessment Test; provided, however, that no student shall be permitted to answer test items which have been seen by the student at a time other than at the examination session in which the test questions are given to the student.

(4) If a student fails to master the communications standard and/or the mathematics standard as prescribed herein, the district school board shall provide special instructional assistance for such student in a manner deemed appropriate by policies of the district school board.

(a) Such special assistance may take the form of:

1. Informal consultation between student and teacher,
2. Tutoring of one student by another student,
3. Structured or non-structured independent study,
4. Special classroom study of short duration (1 to 5 days),
5. Special classroom study of longer duration, or
6. Such other appropriate form as determined by the district school board.

(b) When the student successfully masters the standards a notation of the mastery shall be recorded in the student's cumulative record and if the student has previously been awarded a certificate of completion in lieu of a regular high school diploma by virtue of failure to pass the State Student Assessment Test - Part II, such student shall be awarded a regular high school diploma. Appropriate instructional assistance and adequate opportunity to be re-tested so as to demonstrate mastery of standards shall remain available to each student until such time as the student successfully demonstrates mastery of each standard.

(5) The scoring method and criteria prescribed herein for the State Student Assessment Test - Part I shall be applied to the eleventh grade basic skills tests administered in 1977-78 and the scoring method and criteria prescribed herein for the State Student Assessment Test - Part II shall be applied to the functional literacy tests administered in 1977-78. All required rescoring of the 1977-78 tests shall be accomplished prior to the administration of the State Student Assessment Tests - Part I and Part II authorized herein.

(6) Definitions.

(a) The term "State Student Assessment Test - Part I" as used in this rule means the tests by which mastery of the minimum performance standards in reading, writing, and mathematics for grade 11 adopted in Rule 6A-1.941, FAC, is demonstrated to implement the provisions of Sections 229.565, 229.57, 232.246, 232.247, Florida Statutes.

(b) The term "State Student Assessment Test - Part II" as used in this rule means the student examination required by Section 232.246(1)(b), Florida Statutes.

(7) Invalidity of a section of this rule shall not invalidate the remainder of the rule.

READING

READING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#A -THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF A BASIC VOCABULARY AS DETERMINED BY A SPECIFIED WORD LIST.	1. Identify frequently used words by sight.	3	5	8	11
	2. Identify the meanings of frequently used words presented in context.	3	5	8	11
#B -THE STUDENT WILL DETERMINE WORD MEANING FROM A KNOWLEDGE OF WORD PARTS AS USED IN A GIVEN CONTEXT.	3. Identify the meanings of regular plural nouns.	3	5		
	4. Identify the meanings of verbs denoting the past, present, or future.		5	8	
	5. Identify the meanings of: a. comparative and superlative forms of adjectives; and b. comparative forms of adverbs.		5	8	
	6. Identify the meanings of nouns inflected to denote possession.		5	8	
	7. Identify the meanings of compound words.	3	5		
	8. Identify the meanings of words with: a. prefixes using only base words that can stand alone; and b. suffixes using only base words that can stand alone.		5	8	11
	9. Identify the meanings of contractions.	3	5	8	
	10. Identify the meanings of abbreviations.		5	8	

READING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#C -THE STUDENT WILL DEMONSTRATE LITERAL COMPREHENSION SKILLS.	11. Determine the meaning of a sentence which contains negative words.	3	5	8	
	12. Determine the main idea stated in a paragraph.	3	5	8	11
	13. Answer:	3	5	8	11
	a. "who" questions about sentences or paragraphs;				
	b. "what" questions about sentences or paragraphs;				
	c. "where" questions about sentences or paragraphs;				
	d. "when" questions about sentences or paragraphs;				
	e. "which" questions about sentences or paragraphs; and				
	f. "how" questions about sentences or paragraphs.				
	14. Identify the order of events in a paragraph.		5	8	11
	15. Identify the cause or effect stated in a paragraph.		5	8	11
	16. Follow written directions.	3	5	8	11

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READING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#D -THE STUDENT WILL DEMONSTRATE INFERENTIAL COMPREHENSION SKILLS.	17. Identify the meanings of words in context using: a. example clues; b. direct explanation clues; c. synonym clues; or d. comparison and contrast clues.			8	11
	18. Identify the pronoun referent in a sentence or paragraph.		5	8	11
	19. Identify the main idea implied in a paragraph.			8	11
	20. Identify the cause or effect implied in a paragraph.			8	11
	21. Identify an appropriate conclusion or generalization for a paragraph.			8	11
#E -THE STUDENT WILL DEMONSTRATE EVALUATIVE COMPREHENSION SKILLS.	22. Distinguish between real and unreal actions or events in a paragraph.	3	5	8	
	23. Distinguish between facts and opinions in a paragraph.		5	8	11

READING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#F - THE STUDENT WILL DEMONSTRATE THE APPROPRIATE SKILLS FOR OBTAINING INFORMATION.	24. Identify sets of words that are in alphabetical order.		5	8	
	25. Obtain appropriate information from pictures, maps, or signs.		5	8	11
	26. Obtain appropriate information from diagrams, tables, graphs, or schedules.		5	8	11
	27. Obtain appropriate information from indexes, tables of contents, or dictionary entries.		5	8	11
	28. Obtain appropriate information from commonly used forms.			8	11
	29. Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories and newspapers.		5	8	11

WRITING

WRITING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#A - THE STUDENT WILL COMPOSE GRAMMATICALLY CORRECT SENTENCES.	1. Dictate grammatically correct sentences.	3			
	2. Write the plural form of nouns by adding "s" or "es" to the base word.		5		
	3. Complete sentences with the appropriate singular and/or plural forms of nouns.		5	8	
	4. Complete sentences with the appropriate forms of regular verbs.		5		
	5. Write simple declarative sentences using appropriate English word order.		5		
	6. Write simple interrogative sentences using appropriate English word order.		5		
	7. Write the plural forms of nouns correctly.			8	11
	8. Use the appropriate forms of common regular verbs in writing.			8	
	9. Write declarative sentences having compound subjects and/or verbs.			8	11
	10. Make subjects and verbs agree.			8	11
	11. Use the appropriate forms of common irregular verbs in writing.			8	11
	12. Write compound declarative sentences using appropriate English word order.			8	11

WRITING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#B -THE STUDENT WILL ORGANIZE OBJECTS AND INFORMATION INTO LOGICAL GROUPINGS AND ORDERS.	13. Classify pictures and shapes under appropriate headings.	3			
	14. Arrange a group of four pictures in an appropriate sequential pattern.	3			
	15. Classify words naming objects with similar characteristics under appropriate headings.		5		
	16. Arrange events in sequential order.		5	8	
	17. Group words that name objects which are similar.			8	
	18. Generate headings for groups of words or phrases.			8	11
	19. Write a set of simple directions.			8	11
	20. Organize information related to a single topic.			8	11
#C -THE STUDENT WILL WRITE A PARAGRAPH EXPRESSING IDEAS CLEARLY.	21. Dictate a logical sequence of events based on pictorial representations.	3			
	22. Arrange four sentences into a meaningful paragraph.		5		
	23. Write at least two related sentences which expand a specified topic sentence.		5		
	24. Write at least three sentences related to one topic.			8	

WRITING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#C -(continued) THE STUDENT WILL WRITE A PARAGRAPH EXPRESSING IDEAS CLEARLY.	25. Write a paragraph by giving information in support of one topic.				11
	26. Write a paragraph using chronological order.				11
#D -THE STUDENT WILL WRITE FOR THE PURPOSE OF SUPPLYING NECESSARY INFORMATION.	27. Copy an invitation, notice or announcement.	3			
	28. List information (who, what, when, and where) of a given message.		5		
	29. Include the following necessary information from a telephone message: the caller's name, telephone number, and the main idea of the message.			8	
	30. List the items or steps necessary for performing a specified process.			8	
	31. Include in any written message, invitation, or announcement, necessary information such as who, what, when, where and how.			8	
	32. Include the necessary information when writing messages to make a request, to supply information, or to note an assignment.				11
	33. Include the necessary information when writing brief statements describing the steps of a process or event.				11

WRITING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#E - THE STUDENT WILL WRITE LETTERS AND MESSAGES.	34. Dictate the contents of a friendly letter.	3			
	35. Copy a friendly letter.	3			
	36. Write a friendly letter.		5		
	37. Address an envelope.		5		
	38. Write a simple business letter when specific information is given.			8	
	39. Use a proper form when writing a simple business letter.			8	11
	40. Use a proper form when addressing a business envelope.			8	11
	41. Write a letter of request, adjustment, complaint, application, or opinion, which contains necessary and accurate information.				11
#F - THE STUDENT WILL FILL OUT COMMON FORMS.	42. Complete forms requesting name and age.	3			
	43. Complete forms requesting name, age, address, and telephone number.		5		
	44. Complete order blanks.			8	11
	45. Complete forms requesting address, telephone number, date and place of birth, and parents' or guardians' names.			8	

WRITING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#F - (continued) THE STUDENT WILL FILL OUT COMMON FORMS.	46. Complete forms such as: driver's license; employee's withholding form; voter registration; entrance to military service, school, or a training program; insurance; credit; employment; income tax (short form); and Social Security.				11
	47. Complete a money order or a check and its stub.				11
#G - THE STUDENT WILL SPELL CORRECTLY.	48. Spell words needed in writing through grade two.	3			
	49. Spell his/her own first and last name.	3			
	50. Write letters of the alphabet in sequence.	3			
	51. Spell words needed in writing through grade four.		5		
	52. Proofread for spelling.		5	8	11
	53. Spell his/her own complete address.		5		
	54. Use guide words to locate specified words in a dictionary.		5		
	55. Spell words needed in writing through grade seven.			8	
	56. Spell months of the year, days of the week, and numbers from one to one hundred twenty-one.			8	11
	57. Use a dictionary to spell words having phonetically regular beginnings.			8	11

WRITING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#G - (continued) THE STUDENT WILL SPELL CORRECTLY.	58. Spell words needed in writing through grade ten.				11
	59. Spell commonly used "consumer" words.				11
	60. Spell commonly used "survival" words.				11
	61. Apply generalizations for adding common suffixes.				11
#H - THE STUDENT WILL PUNCTUATE CORRECTLY.	62. Use a period or question mark to punctuate simple declarative or interrogative sentences, respectively.	3	5	8	11
	63. Use a period to complete abbreviations of common titles used as proper nouns (Mr., Mrs., Dr.).		5	8	11
	64. Use a comma between names of cities and states and between the day of the month and the year.		5	8	11
	65. Use the comma after the greeting and after the closing of a friendly letter.		5	8	11
	66. Use an apostrophe to form contractions.		5	8	11
	67. Use the comma to separate words in a series.			8	11
	68. Use the comma to set off proper names in direct address.			8	11
	69. Use an apostrophe and "s" to show the possessive of singular and plural nouns which do not end in "s."				11

WRITING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#I - THE STUDENT WILL CAPITALIZE CORRECTLY.	70. Capitalize the first letter of the first word of a sentence, the pronoun "I," and the first letters in the names of persons.	3	5	8	11
	71. Capitalize a simple greeting and the first word of the closing of a letter.		5	8	11
	72. Capitalize common titles (Mr., Mrs., Dr., Miss), and proper nouns which name persons, days of week, months of the year. and names of streets, cities, states and countries.		5	8	11
	73. Capitalize commonly used abbreviations for proper nouns.			8	11
	74. Capitalize appropriate words in titles.			8	11
	75. Capitalize proper nouns and proper adjectives which name languages, institutions, companies, historical periods, a deity, important personal titles, and holidays.				11
#J - THE STUDENT WILL WRITE LEGIBLY.	76. Use legible manuscript handwriting.	3	5	8	11
	77. Group letters to form words.	3			
	78. Space words to form sentences.	3			
	79. Write numerals 0-9 legibly.	3			

WRITING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#J - (continued) THE STUDENT WILL WRITE LEGIBLY.	80. Use legible cursive handwriting.		5	8	11
	81. Space sentences to form a legible paragraph.		5	8	11

MATHEMATICS

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MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#A -THE STUDENT WILL READ AND WRITE NUMERALS.	1. Count the number of objects in a set of less than 100 objects.	3			
	2. Read and write the numeral for any given whole number less than 100.	3			
	3. Read and write word names for whole numbers less than 10.	3			
	4. Count the number of objects in a set of less than 1000 objects.		5		
	5. Read and write the numerals for any given whole number less than 10,000.		5		
	6. Read and write word names for whole numbers less than 20 and multiples of 10 through 100.		5		
	7. Read and write, in numerals, money values through five dollars.		5		
	8. Read and write the numerals representing any whole number less than ten million.			8	
	9. Read and write fractions having denominators of 2, 3, 4, 5, 6, 8, 10, 20, 25, 50, or 100.			8	
	10. Read and write a mixed decimal through hundredths, with a whole number component less than 100.			8	

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#A - (continued) THE STUDENT WILL READ AND WRITE NUMERALS.	11. Read and write money values through $1,000.			8	
	12. Read and write word names for 3-digit whole numbers.			8	
#B - THE STUDENT WILL ROUND NUMBERS.	13. Round a whole number less than 100 to the nearest ten.		5		
	14. Round a whole number less than 10,000 to any designated place.			8	
	15. Round a number less than 10 with no more than two decimal places to the nearest whole number.			8	
	16. Round a number less than 100 with no more than three decimal places to any designated place.				11
	17. Round a mixed number with a whole number component less than 100 to the nearest whole number.				11
#C - THE STUDENT WILL PUT NUMBERS IN ORDER.	18. Identify the smaller or larger of any two given whole numbers less than 20.	3			
	19. Write the numeral that comes just before, just after, or between given whole numbers less than 100.	3			
	20. Using a reference point, identify the ordinal position of any object in a set of no more than 10 objects.	3			

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#C - (continued) THE STUDENT WILL PUT NUMBERS IN ORDER.	21. Put in order three whole numbers less than 1,000.		5		
	22. Using a reference point, identify the ordinal position of any object in a set of less than 100 objects.		5		
	23. Put in order three whole numbers less than 10,000.			8	
	24. Put in order three whole numbers less than 10 million.				11
#D - THE STUDENT WILL DETERMINE EQUIVALENT FORMS OF FRACTIONS, DECIMALS, AND PERCENTS.	25. Identify one-half, one-third, or one-fourth of a given region.	3			
	26. Identify equivalent fractional parts of regions that have been separated into halves, fourths, fifths, eighths, or tenths.		5		
	27. Identify one-half, one-third, or one-fourth of a set having no more than 12 objects, with no remainder.		5		
	28. Identify a fraction that is equivalent to a given proper fraction having a denominator of 2, 3, 4, 5, 6, 8, 10, 20, 25, 50, or 100.			8	
	29. Identify an improper fraction that is equivalent to a mixed number less than ten with a fraction stated in halves, thirds, fourths, fifths, or tenths.			8	

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#D - (continued) THE STUDENT WILL DETERMINE EQUIVALENT FORMS OF FRACTIONS, DECIMALS, AND PERCENTS.	30. State in decimal form the equivalent of a whole number percent less than 100%.			8	
	31. Identify a decimal or percent that is equivalent to a proper fraction having a denominator of 10 or 100.			8	
	32. Identify an improper fraction that is equivalent to a mixed number less than 100.				11
	33. Identify a mixed number less than 100 that is equivalent to an improper fraction.				11
	34. Identify a decimal or percent that is equivalent to a proper fraction having a denominator of 2, 3, 4, 5, 20, 25, 50, or 1,000.				11
#E - THE STUDENT WILL ADD WHOLE NUMBERS.	35. Add two 1-digit numbers (basic facts) given in vertical and horizontal notation.	3			
	36. Add three 1-digit numbers, sums through 18, given in vertical and horizontal notation.	3			
	37. Add a 2-digit number to a 2-digit number, without regrouping, given in vertical and horizontal notation.	3			
	38. Add a 1-digit number to a 2-digit number, without regrouping, given in vertical and horizontal notation.	3			

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#E - (continued) THE STUDENT WILL ADD WHOLE NUMBERS.	39. Add three or four 3-digit numbers, given in vertical and horizontal notation, without regrouping.		5		
	40. Add a 1, 2, or 3-digit number to a 3-digit number, given in vertical and horizontal notation, without regrouping.		5		
	41. Add four 3-digit numbers, given in vertical and horizontal notation, with regrouping.		5		
	42. Add a 1, 2, or 3-digit number to a 3-digit number, given in vertical and horizontal notation, with regrouping.		5		
	43. Add three 4-digit numbers.			8	
#F - THE STUDENT WILL SUBTRACT WHOLE NUMBERS.	44. Subtract basic facts, sums through 18, given in vertical and horizontal notation.	3			
	45. Subtract a 1-digit number from a 2-digit number, without regrouping, given in vertical and horizontal notation.	3			
	46. Subtract two 2-digit numbers, without regrouping, given in vertical and horizontal notation.	3			
	47. Subtract two 2-digit numbers, given in vertical and horizontal notation, with regrouping.		5		

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#F - (continued) THE STUDENT WILL SUBTRACT WHOLE NUMBERS.	48. Subtract two 3-digit numbers, given in vertical and horizontal notation, with only one regrouping.		5		
	49. Subtract two 4-digit numbers given in vertical and horizontal notation, without regrouping.		5		
	50. Subtract two 4-digit numbers, given in vertical and horizontal notation, with only one regrouping.		5		
	51. Subtract two 5-digit numbers.			8	
#G -THE STUDENT WILL MULTIPLY WHOLE NUMBERS.	52. Determine the total number of objects when given sets of equal amounts, total not exceeding 12.	3			
	53. Write basic multiplication facts, given in vertical and horizontal notation, products through 81.		5		
	54. Multiply a 1-digit and a 2 or 3-digit number, given in vertical and horizontal notation.		5		
	55. Multiply a 2-digit number and a 3-digit number.			8	
	56. Multiply two 3-digit numbers.				11

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#H -THE STUDENT WILL DIVIDE WHOLE NUMBERS.	57. Group twelve or fewer objects into sets of equal amounts (no remainders).	3			
	58. Write basic division facts, products through 81, using ⟌ or ÷ .		5		
	59. Divide a 2 or 3-digit number by a 1-digit number with remainder zero, without regrouping, using ⟌ or ÷ .		5		
	60. Divide a 5-digit number by a 1-digit number, with and without regrouping.			8	
	61. Divide a 3-digit number by a 2-digit number including multiples of 10.			8	
	62. Divide a 5-digit number by a 2-digit number.				11
#I - THE STUDENT WILL ADD, SUBTRACT, AND MULTIPLY FRACTIONS.	63. Add two proper fractions having like denominators, given in vertical and horizontal notation, without simplification.		5		
	64. Subtract two proper fractions having like denominators, given in vertical and horizontal notation, without simplification.		5		
	65. Add two proper fractions having unlike denominators of 2, 3, 4, 5, 6, 8, or 10.			8	
	66. Subtract two proper fractions having unlike denominators of 2, 3, 4, 5, 6, 8, or 10.			8	

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#I - (Continued) THE STUDENT WILL ADD, SUBTRACT, AND MULTIPLY FRACTIONS.	67. Multiply two proper fractions.			8	
	68. Multiply a proper fraction with denominator of 2, 3, 4, 5, 6, 8, or 10 by a whole number such that the product is a whole number.			8	
	69. Add two mixed numbers less than 100, with denominators of 2, 3, 4, 5, 6, 8, or 10.				11
	70. Subtract a whole number and a mixed number with denominators of 2, 3, 4, 5, 6, 8, or 10.				11
	71. Subtract two mixed numbers with denominators of 2, 3, 4, 5, 6, 8, or 10.				11
	72. Multiply a whole number and a mixed number.				11
#J - THE STUDENT WILL ADD AND SUBTRACT DECIMALS.	73. Add three numbers, each having no more than two decimal places.			8	
	74. Subtract two numbers, each having no more than two decimal places.			8	
#K - THE STUDENT WILL MULTIPLY AND DIVIDE DECIMALS.	75. Multiply a whole number and a number having no more than two decimal places.			8	
	76. Multiply two decimal fractions, both named in tenths or in hundredths.			8	

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#K - (continued) THE STUDENT WILL MULTIPLY AND DIVIDE DECIMALS.	77. Divide a decimal named in tenths or hundredths by a 2-digit whole number, such that the quotient is a number named in hundredths with remainder zero.			8	
	78. Multiply two numbers, each having no more than two decimal places.				11
	79. Divide two numbers, each having no more than two decimal places.				11
#L - THE STUDENT WILL FIND PERCENTAGES.	80. Find the percentage when given a whole number and a whole number percent less than 100.				11
	81. Find the percentage when given a number with no more than two decimal places and a whole number percent less than 100.				11
#M - THE STUDENT WILL MEASURE TIME, TEMPERATURE, DISTANCE, CAPACITY, AND MASS/WEIGHT.	82. State orally the days of the week in consecutive order.	3			
	83. Select a clock that shows a stated time on the hour and half-hour.	3			
	84. Use a given unit of measurement (inch, centimeter, non-standard) to determine the length of an object in whole units.	3			
	85. State the months of the year in consecutive order.		5		

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#M - (continued) THE STUDENT WILL MEASURE TIME, TEMPERATURE, DISTANCE, CAPACITY, AND MASS/WEIGHT.	86. State the date by month, day, and year using a calendar.		5		
	87. Tell time on the hour, half-hour, quarter hour, and in minutes.		5		
	88. Determine length, width, or height by measuring objects with centimeters, meters, inches, feet, or yards.		5		
	89. Determine capacity by measuring quantities in teaspoons, tablespoons, cups, pints, quarts, gallons, metric cups, or liters.			8	
	90. Determine mass/weight by measuring to the nearest gram, kilogram, ounce, or pound.			8	
	91. Determine the temperature using Fahrenheit and Celsius thermometers.			8	
	92. Determine length, width, or height by measuring objects to the nearest millimeter or 1/8 inch.				11
	93. Estimate the length, width, or height of an object in millimeters, centimeters, feet, or inches.				11
	94. Determine capacity by measuring quantities in milliliters.				11

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#M - (continued) THE STUDENT WILL MEASURE TIME, TEMPERATURE, DISTANCE, CAPACITY, AND MASS/WEIGHT.	95. Estimate capacity in liters, cups, or quarts.				11
	96. Estimate mass/weight in grams, kilograms, ounces, or pounds.				11
	97. Identify the freezing and boiling points of water, normal body temperature, and comfortable air temperature in Celsius or Fahrenheit.				11
#N - THE STUDENT WILL IDENTIFY GEOMETRIC FIGURES AND SHAPES.	98. Identify a circle, square, rectangle, and triangle.	3			
	99. Identify solids: cube, cylinder, cone, and sphere.			8	
	100. Identify an angle.			8	
#O - THE STUDENT WILL DETERMINE THE INFORMATION NEEDED TO SOLVE A PROBLEM.	101. In solving a real-world problem having one step, determine whether insufficient, sufficient, or extraneous information is given.			8	
	102. In solving a real-world problem having two steps, determine whether insufficient, sufficient, or extraneous information is given.				11
#P - THE STUDENT WILL ESTIMATE SOLUTIONS BYROUNDING.	103. Estimate, by first rounding each number to the nearest ten, hundred, or thousand, the solution to a real-world addition problem involving up to 4-digit numbers.			8	

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#P - (continued) THE STUDENT WILL ESTIMATE SOLUTIONS BY ROUNDING.	104. Estimate, by first rounding each number to the nearest ten, hundred, or thousand, the solution to a real-world subtraction problem involving up to 4-digit numbers.			8	
	105. Estimate, by first rounding to designated places, the solution to a real-world addition or subtraction problem.				11
	106. Estimate, by first rounding each number to the nearest ten, the solution to a real-world multiplication problem involving two 2-digit numbers; and/or estimate, by first rounding each number to the nearest hundred, the solution to a real-world multiplication problem involving two 3-digit numbers.				11
	107. Estimate, by first rounding each number to the nearest ten, the solution to a real-world division problem involving a 2-digit whole number divisor and a 3-digit whole number dividend.				11
#Q - THE STUDENT WILL SOLVE REAL-WORLD PROBLEMS INVOLVING WHOLE NUMBERS.	108. Solve real-world problems involving addition of two 1-digit or two 2-digit numbers, without regrouping.	3			
	109. Solve real-world problems involving subtraction of two 1-digit or two 2-digit numbers, without regrouping.	3			

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#Q - (continued) THE STUDENT WILL SOLVE REAL-WORLD PROBLEMS INVOLVING WHOLE NUMBERS.	110. Solve real-world problems involving addition of three 3-digit numbers, with no more than one regrouping.		5		
	111. Solve real-world problems involving subtraction of two 3-digit numbers, with no more than one regrouping.		5		
	112. Solve one step real-world problems involving multiplication of a 1-digit number and a 2 or 3-digit number.		5		
	113. Solve real-world problems involving addition or subtraction of 4-digit numbers.			8	
	114. Solve real-world problems involving multiplication of a 2-digit number and a 3-digit number.			8	
	115. Translate a one-step real-world problem into the appropriate number sentence.			8	
	116. Solve real-world problems involving averages of no more than ten numbers and no more than two distinct operations.				11

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#Q - (continued) THE STUDENT WILL SOLVE REAL-WORLD PROBLEMS INVOLVING WHOLE NUMBERS.	117. Solve real-world problems involving one or two distinct whole number operations.				11
#R - THE STUDENT WILL SOLVE REAL-WORLD PROBLEMS INVOLVING FRACTIONS, DECIMALS, AND PERCENTS.	118. Solve real-world problems involving multiplication of a proper fraction and a proper fraction or whole number.			8	
	119. Solve real-world problems involving addition and subtraction of decimals.			8	
	120. Solve real-world problems involving addition or subtraction of proper fractions with unlike denominators of 2, 3, 4, 5, 6, 8, or 10.				11
	121. Solve real-world problems involving decimals or percents and one or two distinct operations.				11
#S - THE STUDENT WILL SOLVE MONEY PROBLEMS.	122. Identify a set of coins equivalent in value to a given set of coins with the value not to exceed 25¢.	3			
	123. Use addition, without regrouping, to solve real-world problems involving two purchases totaling no more than 50¢.	3			

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#S - (continued) THE STUDENT WILL SOLVE MONEY PROBLEMS.	124. Use subtraction, without regrouping, to solve real-world problems involving no more than 50¢.	3			
	125. Determine equivalent amounts of up to five dollars using coins and paper currency.		5		
	126. Determine the change to be received from a one dollar bill after the purchase of three items.		5		
	127. Determine equivalent amounts of up to twenty dollars using coins and paper currency.			8	
	128. Solve real-world problems involving purchases with change from a twenty dollar bill.			8	
	129. Solve real-world problems involving comparison shopping for purchases less than ten dollars.			8	
	130. Determine equivalent amounts of up to one hundred dollars using coins and paper currency.				11
	131. Solve real-world problems involving comparison shopping.				11
	132. Solve real-world problems by finding simple interest.				11

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#S - (continued) THE STUDENT WILL SOLVE MONEY PROBLEMS.	133. Solve real-world problems involving purchases and a rate of sales tax.				11
	134. Solve real-world problems involving purchases and a rate of discount given in fraction or percent notation.				11
#T - THE STUDENT WILL SOLVE MEASUREMENT PROBLEMS.	135. Determine the elapsed time between two events stated in days, months, or years without regrouping.			8	
	136. Determine the perimeter of triangles, squares, and rectangles with whole number dimensions.			8	
	137. Solve linear measurement problems with centimeters, meters, inches, feet, or yards, using addition or subtraction, with no conversion.			8	
	138. Solve capacity problems with liters, cups, pints, or quarts, using addition or subtraction, with no conversion.			8	
	139. Solve mass/weight problems with grams, kilograms, ounces, or pounds, using addition or subtraction, with no conversion.			8	

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#T - (continued) THE STUDENT WILL SOLVE MEASUREMENT PROBLEMS.	140. Determine the elapsed time between two events stated in seconds, minutes, hours, days, weeks, months, or years.				11
	141. Solve problems involving the perimeter or area of a rectangular region using metric or customary units.				11
	142. Solve problems related to length, width, or height, using metric or customary units up to kilometers or miles, conversion within the system.				11
	143. Solve problems involving capacity using units given in a table (milliliters, liters, teaspoons, tablespoons, cups, pints, quarts, gallons), conversion within the system.				11
	144. Solve problems involving mass/weight using units given in a table (milligrams, grams, kilograms, metric tons, ounces, pounds, tons), conversion within the system.				11
#U - THE STUDENT WILL INTERPRET GRAPHS, TABLES, AND MAPS.	145. Read and determine relationships described by pictographs or bar graphs expressed in whole units.		5		

MATHEMATICS

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#U - (continued) DENT WILL INTERPRET GRAPHS, TABLES, AND MAPS.	146. Read and determine relationships described by bar graphs or pictographs.			8	
	147. Locate a point on a highway map.			8	
	148. Using a table of metric measures, convert within the metric system using the following units: mm, cm, m, km, mL, L, mg, g, and kg.			8	
	149. Read and determine relationships described by line graphs, circle graphs, or tables.				11
	150. Find the approximate distance between two given points on a highway map, using a scale.				11

FUNCTIONAL COMMUNICATIONS AND MATHEMATICS

COMMUNICATIONS STANDARD
(Measured by SSAT - Part II)
Communications Skills

READING

12. Determine the main idea stated in a paragraph.
13. Answer:
    a. "who" questions about sentences or paragraphs;
    b. "what" questions about sentences or paragraphs;
    c. "where" questions about sentences or paragraphs;
    d. "when" questions about sentences or paragraphs;
    e. "which" questions about sentences or paragraphs; and
    f. "how" questions about sentences or paragraphs.
15. Identify the cause or effect stated in a paragraph.
16. Follow written directions.
19. Identify the main idea implied in a paragraph.
21. Identify an appropriate conclusion or generalization for a paragraph.
23. Distinguish between facts and opinions in a paragraph.
25. Obtain appropriate information from pictures, maps, or signs.
26. Obtain appropriate information from diagrams, tables, graphs, or schedules.
27. Obtain appropriate information from indexes, tables of contents, or dictionary entries.
29. Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers.

WRITING

32. Include the necessary information when writing messages to make a request, to supply information, or to note an assignment.
41. Write a letter of request, adjustment, complaint, application, or opinion, which contains necessary and accurate information.
46. Complete forms such as: driver's license; employee's withholding form; voter registration; entrance to military service, school, or a training program; insurance; credit; employment; income tax (short form); and Social Security.
47. Complete a money order or a check and its stub.

MATHEMATICS STANDARD
(Measured by SSAT - Part II)
Mathematics Skills

116. Solve real-world problems involving averages of no more than ten numbers and no more than two distinct operations.

117. Solve real-world problems involving one or two distinct whole number operations.

120. Solve real-world problems involving addition or subtraction of proper fractions with unlike denominators of 2, 3, 4, 5, 6, 8, or 10.

121. Solve real-world problems involving decimals or percents and one or two distinct operations.

130. Determine equivalent amounts of up to one hundred dollars using coins and paper currency.

131. Solve real-world problems involving comparison shopping.

132. Solve real-world problems by finding simple interest.

133. Solve real-world problems involving purchases and a rate of sales tax.

134. Solve real-world problems involving purchases and a rate of discount given in fraction or percent notation.

140. Determine the elapsed time between two events stated in seconds, minutes, hours, days, weeks, months, or years.

141. Solve problems involving the perimeter or area of a rectangular region using metric or customary units.

142. Solve problems related to length, width, or height, using metric or customary units up to kilometers or miles, conversion within the system.

143. Solve problems involving capacity using units given in a table (milliliters, liters, teaspoons, tablespoons, cups, pints, quarts, gallons), conversion within the system.

144. Solve problems involving mass/weight using units given in a table (milligrams, grams, kilograms, metric tons, ounces, pounds, tons), conversion within the system.

149. Read and determine relationships described by line graphs, circle graphs, or tables.